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ABSTRACT

Based on a field study conducted from March 1979 to June 1979, this document describes the PUSH for Excellence projects in three demonstration sites: Chicago, Kansas City, and Los Angeles. The PUSH for Excellence Program is intended to increase student motivation and responsibility, create an atmosphere of order and discipline in the public schools, and provide the opportunity for youth to obtain quality education. Information for this report was gathered by reviewing program documentation, interviewing project staff and other key actors at each site, and observing day-to-day program operations and special events. These activities were preliminary steps in the design of a national evaluation of the PUSH for Excellence Project. Each description contained here begins with a narrative detailing the origins, goals, and special features of the site. Then summaries of program activities in individual school components are presented. (Author/JM)

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National Evaluation of the PUSH for Excellence Project: Phase I

Program Descriptions

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CONTENTS

PREFACE. 1
OVERVIEW OF THE PROGRAM. 2

Rationale and Origins of the Program 2
The PUSH-EXCEL Model 4

The Principles of PUSH-EXCEL 4
PUSH-EXCEL Activities. 6
The Structure of the Program 8
The PUSH-EXCEL Process 10

The National Office. 11
Funding. 13

CHICAGO PUSH-EXCEL

CHICAGO SITE DESCRIPTION 15

History of the Site. 16
Structure of the Project 18
Rationale. 21
Implementation 21
Evaluation 21

CHICAGO COMPONENT DESCRIPTIONS 30

Calumet High School. 31
Chicago Vocational High School 34
Englewood High School. 39
Percy L. Julian High School. 46
Martin Luther King High School 51
Manley High School 57
John Marshall High School. 62
Morgan Park High School. 67
Rezin Orr High School. 70
Carl Schurz High School. 76

KANSAS CITY PUSH-EXCEL

KANSAS CITY SITE DESCRIPTION 77

History of the Site. 77

Central High School Alumni Association 77
Introduction of PUSH-EXCEL 82
Kansas City Framework. 88
PUSH-EXCEL Staff 89

Rationale 89
Implementation 92
Evaluation 92

KANSAS CITY COMPONENT DESCRIPTIONS 94
Central High School. 95
East High School 102
Lincoln Academy. 106

LOS ANGELES PUSH-EXCEL

LOS ANGELES SITE DESCRIPTION 109

History of the Site. 109
Structure of the Project 111
Rationale. 113
Implementation 115
Evaluation 115

LOS ANGELES COMPONENT DESCRIPTIONS 120

Crenshaw High School 121
Dorsey High School 125
Freemont High School 129
Grant High School. 132
Jefferson High School. 137
Jordan High School 141
Locke High School. 144
Los Angeles High School. 147
Washington High School 151

APPENDIX 154

LIST OF TABLES

1. Subgoals and Objectives for Chicago PUSH-EXCEL 1979 Project Year. 22
2. Site-Level PUSH-EXCEL Activities: Chicago 24
3. PUSH-EXCEL Activities: Calumet High School. 32
4. Community Involvement in PUSH-EXCEL Activities: Chicago Vocational High School 36
5. PUSH-EXCEL Activities: Chicago Vocational High School. 37
6. PUSH-EXCEL Activities: Englewood High School. . . . 41
7. PUSH-EXCEL Activities: Percy L. Julian High School. 48

8. Community Involvement in PUSH-EXCEL Activities: Martin Luther King High School. 53
9. PUSH-EXCEL Activities: Martin Luther King High School 54
10. PUSH-EXCEL Activities: Manley High School. 59
11. Community Involvement in PUSH-EXCEL Activities: John Marshall High School 64
12. PUSH-EXCEL Activities: John Marshall High School . 65
13. PUSH-EXCEL Activities: Morgan Park High School . . 69
14. PUSH-EXCEL Activities: Rezin Orr High School . . . 73
15. Site Level PUSH-EXCEL Activities: Kansas City. . . 93
16. PUSH-EXCEL Activities: Central High School 98
17. PUSH-EXCEL Activities: East High School. 105
18. Site Level PUSH-EXCEL Activities: Los Angeles. . . 116
19. PUSH-EXCEL Activities: Crenshaw High School. . . . 123
20. PUSH-EXCEL Activities: Dorsey High School. 127
21. PUSH-EXCEL Activities: Fremont High School 130
22. PUSH-EXCEL Activities: Grant High School 134
23. PUSH-EXCEL Activities: Jefferson High School . . . 139
24. PUSH-EXCEL Activities: Jordan High School. 143
25. PUSH-EXCEL Activities: Locke High School 145
26. PUSH-EXCEL Activities: Los Angeles High School . . 149
27. PUSH-EXCEL Activities: Washington High School. . . 152

LIST OF FIGURES

1. National PUSH-EXCEL Organization Chart 12
2. Chicago PUSH-EXCEL Organization Chart. 20
3. Kansas City PUSH-EXCEL Organization Chart. 90
4. Los Angeles PUSH-EXCEL Organization Chart. 114

FIGURES IN APPENDIX

1. Organization Phase of PUSH-EXCEL 155
2. Assessment Phase of PUSH-EXCEL 156
3. Planning Phase of PUSH-EXCEL 157
4. Promotion Phase of PUSH-EXCEL. 158

Preface

This document describes the PUSH for Excellence projects in three demonstration sites--Chicago, Kansas City, and Los Angeles. It is based on the field study conducted from March 1979 to June 1979 by the American Institutes for Research (AIR). We gathered information by reviewing program documentation, interviewing project staff and other key actors at each site, and observing day-to-day program operations and special events. These activities were preliminary steps in the design of a National Evaluation of the PUSH for Excellence project.

AIR staff who participated in the site visits were Theodore W. Allen, Wilfred Hamm, Linda M. Kumi, Charles A. Murray, Saundra R. Murray, W. Victor Rouse, and Nadine G. Thompkins. We take this opportunity to thank the PUSH for Excellence staff for their generous contributions of time and information, and we gratefully acknowledge the cooperation of school district staff in the three pilot cities and other sites we visited.

Each description begins with a narrative detailing the origins, goals, and special features of the site. Then we present summaries of program activities in individual school components. We invite readers of this document to tell us about any errors; these will be corrected in an update to this compilation. In the next iteration, we shall also include descriptions of the program's expansion sites.

Overview of the Program

RATIONALE AND ORIGINS OF THE PROGRAM

The PUSH For Excellence (PUSH-EXCEL) is a program to

- increase student motivation and responsibility;
- create an atmosphere of order and discipline in the public schools; and
- provide the opportunity for youth to obtain quality education.

Explicit in the formal name of the program is the ultimate goal, to stimulate excellence in the schools. PUSH-EXCEL proposes to accomplish these goals by involving students, parents, schools and communities in the educational process.

The program is designed to address the problem of low student achievement. PUSH-EXCEL argues that this problem is widespread, affecting both inner-city and more affluent suburban youth. The problem may be manifested in numerous ways: drug abuse, irresponsible sexual behavior, low attendance, high truancy and drop-out rates, apathy and alienation. In short, the problem is that student efforts are too often channeled into pursuits that will decrease their chances for success in the school, and later, as adult citizens.

While a crucial cause of the problem is students' lack of personal accountability and willingness to participate in productive activities, the problem is compounded by impediments external to the student. These include ill-defined standards of ethical conduct, lack of parental and community interest in the educational process, and low expectations for student performance.

The cumulative effect of these impediments is an environment in which achievement is the exception rather than the norm. That environment may be changed to one conducive to achievement, but individuals and institutions must first recognize their role in perpetuating the problem and then act collectively to solve it.

Rev. Jesse Jackson formulated this view of the problem and the solution, and in 1975, began to promote the EXCEL[1] concept. The EXCEL philosophy and approach developed with Operation PUSH, an organization founded by Jackson and linked historically to the Civil Rights Movement of the 1960s. Rev. Jackson took his message to students throughout the nation, and their enthusiastic response became a highly publicized phenomenon.

In fall 1976, pilot programs were established in Chicago, Kansas City, and Los Angeles, and by late 1978, EXCEL had become PUSH For Excellence, a legal corporation with a national office located in Chicago. Currently, four local programs are affiliated with PUSH-EXCEL, Inc. These

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[1]An adult education program at Fordham University uses the EXCEL name, therefore the program now uses a hyphenated label.

include the three pilot sites and Shaker Heights, Ohio. Several independent PUSH-EXCEL programs have been established (a notable example is Louisiana-EXCEL with programs in Shreveport and New Orleans), and in fall 1979, three new affiliated sites will be implemented in Denver, Memphis, and Chattanooga.

THE PUSH-EXCEL MODEL

To address the problem of educational achievement, PUSH-EXCEL outlines a set of guiding principles, activities to stimulate involvement, and programmatic structures and procedures.

The Principals of PUSH-EXCEL

Ten propositions summarize the philosophical basis of the PUSH For Excellence. They are as follows:

1. It is essential that a public institution clearly define itself, to say unequivocally what it believes in and stands for.

2. The development of responsible adults is a task requiring community commitment. It cannot be left solely to the public schools.

3. The principle tasks of the public schools cannot be achieved if a disproportionate amount of time and resources must be given to maintaining order. Public schools are not obligated to serve students who persistently disrupt school and violate the rights of others.

4. The full responsibility of learning cannot be transferred from the student to the teacher.

5. Parents must consistently support the proposition that students have responsibilities as well as rights and the schools have an obligation to insist upon both.

6. High performance takes place in a framework of expectation.

7. There is nothing inherently undemocratic in requiring students to do things which are demonstrably beneficial to them.

8. Involvement in and commitment to meaningful activities which give one a sense of identity and worth are essential to all human beings and especially critical to adolescents.

9. The practice of convenience leads to collapse but the laws of sacrifice lead to greatness. It applies to students, teachers, parents, administrators and community leaders.

10. A sound *ethical* climate must be established for a school system as a whole and for each individual school, because the death of ethics is the sabotage of excellence. Politicians, school board members, superintendents, central office staff, principals, teachers, parents and ministers have the obligation to take an aggressive lead in setting such ethical standards.

As a programmatic feature, these principles are operationalized as activities to engage students in productive pursuits and involve parent and other community members in improving the environment for learning.

PUSH-EXCEL Activities

At the present stage in the program's existence, no activities are designated as required ones for PUSH-EXCEL programs, and virtually no formal guidelines have been developed that permit a program to choose specific activities in accordance with local needs.

Rather, in its literature, the program provides examples of activities that local programs may implement. Such activities include the following:

- *The Pledge.* PUSH-EXCEL asserts that the first step in excellence is a public commitment to perform specific acts. The commitment is made in the form of a signed pledge. Students, parents, teachers, and community members may pledge, but each group makes different commitments. For example, parents pledge to monitor their child's study hours, visit the school at report card time, exchange phone numbers with the child's teacher, pick up the child's test scores and maintain close contact with the school counselor. Pledges may be made on an individual basis or en masse at events such as a student rally.

- *Role Models of Excellence.* This is the generic name for a category of activities. PUSH-EXCEL organizes groups of outstanding community members (an example of such a group is Businessmen for Excellence, a Kansas City PUSH-EXCEL activity) who serve as a resource for the program and as role models for students. A group's activities may take a number of forms: group members may make presentations to students, sign pledges or participate in promotional efforts.

- *Academic Olympics.* This is a major event that may involve one or more schools. Students prepare for and compete in "games" related to a specific subject area (mathematics, for example). Student winners receive awards at the Olympics and may receive further recognition at school honor ceremonies.

- *PUSH-EXCEL Clubs*. These are in-school organizations for students. Club members serve as peer models whose behavior reflects a commitment to the PUSH-EXCEL principles. The clubs also plan and implement specific activities, such as a campaign to improve the appearance of the school grounds.

- *Voter Registration*. One tenet of PUSH-EXCEL is that knowledge and power are inseparable. For high school seniors at graduation, adherence to this tenet is symbolized by, in Rev. Jackson's phrase, "a diploma in one hand and a voter registration card in the other." PUSH-EXCEL has started a national campaign to promote voter registration and education in the high schools.

In the descriptions of the programs in the three pilot sites, we present in tabular form the activities conducted at the site level and in each school. Readers will note the variety of activities, the differences in purpose, follow-up, and level of participation.

Some observers of the program view this considerable variation as a weakness of the program, while others argue that the variation reflects a program emphasis on locally devised strategies to meet specific local needs. At this point in the evaluation, we describe the differences we observed, and used our observations as a basis for planning a design for the evaluation.

Perhaps a more critical issue concerns the ways in which participation in activities leads to the four program goals of motivation, opportunity, responsibility, and atmosphere. For some activities, the program expects specific outcomes. For example, the Academic Olympics is designed to reward students who excel academically. The positive reinforcement obtained from participation in turn contributes to an atmosphere in which academic achievement is valued by

students. Whether or not the Academic Olympics and other activities in fact produce expected results is another consideration in the design of the evaluation.

The Structure of the Program

PUSH-EXCEL proposes to meet its goals, not with a large cadre of professional educators and social service workers, but with two key staff working in a school. These staff include a teacher-advisor, who coordinates in-school activities, and a community liaison, whose primary duty is to facilitate community involvement. The two staff members are to work with a school advisory board comprised of students, teachers, parents, and other members of the community. The board's function is to assess the school's needs, plan appropriate activities to address these needs, and to serve in an advisory capacity to the school's staff.

At the site (city) level, the program requires a director who serves as the liaison between the national PUSH-EXCEL office in Chicago and the local schools and school district. The site director also plans interschool activities and provides technical assistance to PUSH-EXCEL staff in the schools.

Variations in structure may be found among the three pilot sites described in this document. The Los Angeles program has all structural components in place, while the Kansas City and Chicago programs are administered at the site level. The newer sites also differ in implementation. The Shaker Heights program has a PUSH-EXCEL director and two community liaisons who work within Shaker Heights High School. Shreveport and New Orleans have a full complement of staff. Three sites, Denver, Memphis, and Chattanooga, will be implemented in fall 1979 with site and school-based personnel.

The level of school system support is a crucial factor in the variations we observed. Where school systems have provided staff and monetary resources, the recommended in-school structures are in place. The Los Angeles and Louisiana programs are cases in point. In cities where school system support is limited to a nod of approval, in-school staff are not in place and advisory councils may or may not have been established. Activities are coordinated through the site director, who is supported by the national PUSH-EXCEL office. PUSH-EXCEL programs in Kansas City and Chicago are administered in this fashion.

The program and school staff we interviewed had little comment on structural variation per se. Rather, some individuals raised questions concerning the optimal structure required to implement program activities. For example, is one community liaison sufficient to organize community elements or are more staff of this type needed? In the absence of school-based staff, can a site-level staff facilitate impact in individual schools?

Other questions were raised concerning the specific duties of school-based staff and the relationship of the community liaison to the regular school staff. These issues were particularly salient for the Los Angeles program and school staff.

In the evaluation, we will consider these issues in our analysis of the extent of program implementation, the degree to which PUSH-EXCEL established planned programmatic activities. Data will be quantitative, generated from interviews and our own structured observations. The result will be descriptive case histories for selected sites, and a symthesizing account of similarities and contrasts among the sites.

The PUSH-EXCEL Process

The program literature presents, in broad outline, a sequence of procedures to organize a local program, a PUSH-EXCEL structure (for example, an Advisory Council), or a specific programmatic activity. In the appendix, we present an overview of the process, including organization, needs assessment, planning and promotion phases. In practice, steps in the process are often informal; hence our reconstruction is based on observation and accounts by key actors in the three pilot sites.

Some may argue that the process has a peripheral role in generating desired program outcomes. According to this view, impact is produced most directly from the program's form and content. But when the process features a national figure, extensive media coverage, and a grass-roots constituency committed to a set of principles for social change, the process takes on the status of a movement. And this movement itself may produce desired effects, independently of a well-defined program.

In the period between the conception of PUSH-EXCEL by Rev. Jackson in 1975 and the implementation of pilot programs in fall 1976, the process, or movement generated the initial impact of PUSH-EXCEL: parent and student testimonials of positive changes in those who accepted the idea, dozens of requests for information and assistance in establishing programs, and subsequently, commitment of resources for PUSH-EXCEL by a large public school district.

But the process sometimes generated criticism in the two years of program implementation. We heard concerns about

disruptions in school routines created by insufficient lead time for coordinating large-scale, PUSH-EXCEL activities, conflicts between PUSH-EXCEL and local decisionmakers, and lack of follow-up by PUSH-EXCEL after local interest in the program was generated. We must note, however, that for every negative comment, we heard and read testimonials of appreciation and praise for what PUSH-EXCEL has stimulated and accomplished.

THE NATIONAL OFFICE

A small national staff shares its Chicago office facilities with Operation PUSH and Chicago PUSH-EXCEL. The national staff coordinates local programs, disseminates information, and serves as a liaison between local programs, school districts, and funding agencies. National PUSH-EXCEL also promotes the PUSH For Excellence concept through personal appearances of Rev. Jackson and other staff, planning and implementation of activities on a national scale (for example, student voter registration), press conferences, and the organization of student rallies and other activities to generate new programs or revitalize existing ones. Figure 1 shows the current organization of national PUSH-EXCEL.

A local program may be affiliated with the national office in one of several ways. Some programs have entered into contracts with national PUSH-EXCEL. These sites include Los Angeles and Chattanooga, a new site. Denver and Memphis will also be contracted sites. In general, the contracts specify resources that will be provided by the school system (e.g., funds, release time for staff) and national PUSH-EXCEL (for example, personal appearances by Rev. Jackson).

Other programs, such as Chicago and Kansas City, receive funds from national PUSH-EXCEL, but are not under contract.

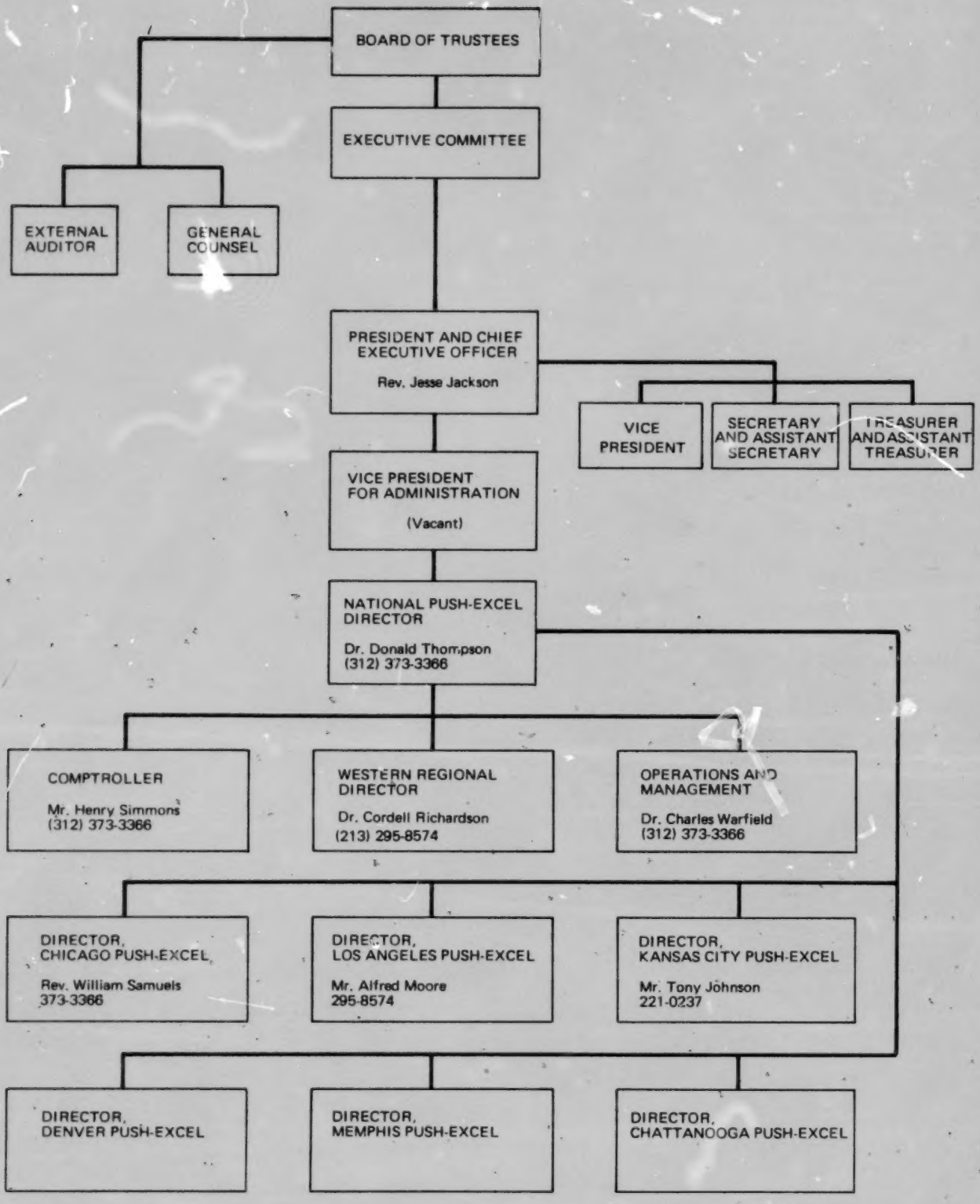

Figure 1. National PUSH-EXCEL Organization Chart

Still other programs, such as Louisiana-EXCEL, maintain an informal affiliation with the national office, but are not funded through PUSH-EXCEL.

Of concern to several local staff and school personnel was the role of the national office in providing technical assistance and training for staff. Some individuals also desired greater direction from the national office in program implementation, particularly in regard to the content of activities and follow-up after special events.

National staff are aware of these issues and are attempting to address them in concrete ways. For example, plans are underway for a PUSH For Excellence Institute. The Institute will serve as a training center for educators and a base from which program development may occur. New mechanisms for information dissemination (for example, media packages) are being developed.

FUNDING

In 1977, the Ford and Rockefeller Foundations provided funds to implement the three pilot sites. Resources from these two sources continued through 1979. The National Institute of Education (NIE) committed $400,000 in 1978 for research and testing, development of the pilot sites, and application for expansion. A $700,000 contract, awarded in June 1979 by the HEW Office of Education, will be used to strengthen existing sites and initiate the Denver, Chattanooga, and Memphis programs.

A second major contract of $500,000 will provide funds for a Career Exploration Demonstration Project. The project, funded by the Department of Labor, will feature a youth pro-

gram based on the PUSH-EXCEL model, employment development plans, career information conferences and workshops, and vocational, personal, and occupational guidance.

In addition to Federal funding, PUSH-EXCEL projects are supported by corporate gifts and state and local governments.

Chicago PUSH-EXCEL

CHICAGO SITE DESCRIPTION

The Chicago PUSH for Excellence is located in the same building as the National Headquarters for PUSH for Excellence, Operation PUSH, The PUSH Foundation, and PUSH Chicago. Their headquarters are located in Hyde Park, an integrated community near the University of Chicago campus with spacious homes and pockets of commerce along main arteries. The physical facility was formerly a church, converted into an office building, with a chapel, multipurpose room (gymnasium/ auditorium) and a large auditorium. The interior of the building is brightly decorated with paintings, posters, and murals of Jesse Jackson, PUSH for Excellence, and Martin Luther King. The four core Chicago PUSH-EXCEL staff members are housed in one office.

In Chicago, ten high schools are currently identified as PUSH-EXCEL schools. These schools include grades 9 through 12. Two elementary schools, although not PUSH-EXCEL schools, are participating in the Direction Sports program (see the implementation section for a description of the Direction Sports activities).

The major funding for the Chicago site has come from the Chicago Community Trust and the national PUSH-EXCEL. The Chicago Community Trust has given Chicago PUSH-EXCEL yearly grants of $102,000 since 1977. This funding is used to implement PUSH-EXCEL in ten of Chicago's inner-city high schools. In addition, the national PUSH-EXCEL has given the Chicago site $15,000 per year in services for the 1976-77, 1977-78, and 1978-79 school years, respectively.

Supplementary funding has been obtained for specialized program components of the Chicago program. The Department of Labor provided the Chicago and Kansas City PUSH-EXCEL programs with a $500,000 Career Exploration Demonstration Project grant (CEP), to be divided between the two cities. This grant is effective from September 1979 to September 1980. The purpose of this demonstration project is to provide an alternate approach to the problem of structured unemployment among economically disadvantaged youths and their transition from school to work.

The Illinois Family Planning Council provided the program with approximately $55,000 in 1978, and $200,000 in 1979. PUSH-EXCEL uses these funds to create a program that will combat teenage pregnancy.

Chicago PUSH-EXCEL describes itself as the "flagship station" of the national program and is currently attempting to put in place the PUSH-EXCEL in-school structure. The Chicago program also serves as a laboratory for implementing new ideas, packaging them, and disseminating them to satellite sites across the nation. An additional focus in Chicago is dissemination of information about PUSH-EXCEL to other Chicago schools beyond the nine demonstration ones.

The Chicago program is also currently concentrating on changing the schools' atmosphere. They are attempting to make academic achievement as important a goal to students as winning an athletic competition.

HISTORY OF THE SITE

The selection of pilot schools in Chicago took place during the 1975-76 school year. Chicago EXCEL went to the Chicago school board and asked to place PUSH-EXCEL structures

in pilot schools. The school board consented to PUSH-EXCEL entering the school system, but left the final decision for the selection of schools with district superintendents and principals. In some cases principals were attracted to the benefits of the program, and asked to participate. In other cases, district superintendents felt that the program would benefit certain schools; these schools were assigned to become PUSH-EXCEL schools by their district superintendents. As a result of this selection process, 10 schools emerged as PUSH-EXCEL schools.

Although the Chicago Public School System allowed the program to function in the schools, school system funds were not allocated for the program. The local political climate caused the relationship between PUSH-EXCEL and the General Superintendent's Office to be strained. Joseph P. Hannon (the General Superintendent) had presented a desegregation program called, "Access to Excellence," in the schools. Operation PUSH and other civil rights organizations took a stance against "Access to Excellence." In view of PUSH's stance, the school system became reluctant to endorse some program initiatives that PUSH-EXCEL was trying to start in the 10 schools.

PUSH for Excellence was first implemented in the Chicago Public Schools in the fall of 1976. Reginald Brown, Principal of Chicago Vocational High School (CVS), served as the first Director. Brown served on a part-time basis, while he continued his full-time position at CVS. He brought credibility to the program because of the respect he commands as an educator in the Chicago area, and was instrumental in obtaining the initial grant from Chicago Community Trust. During this school year, Rev. Jackson's speeches aroused interest in the program, but Brown had no staff to respond to these inquiries. The lack of support from the Chicago Public

School System meant that PUSH-EXCEL structures (i.e., community liaisons) were not put in place in the schools.

In October 1977, Carl Boyd became the first full-time Director of Chicago PUSH-EXCEL. Francis Davis was designated as the Assistant Director (1977-79). Boyd is credited with initiating several program components in Chicago, and at other pilot sites. He inaugurated the following activities:

- Adopt-A-School;
- Ministers for Excellence;
- Academic Olympics;
- Judges for Excellence;
- Parents for Excellence; and
- Athletes for Excellence.

Reverend William Samuels became the next Director of the Chicago PUSH-EXCEL in February 1979. He had served as a volunteer at Operation PUSH since its inception in 1971. His supporting staff is composed of Francis Davis, Parenting Director since January 1979, and James Demus, Youth Coordinator since March 1979. The Assistant Director slot is vacant.

STRUCTURE OF THE PROJECT

Ten schools are designated as PUSH-EXCEL schools in Chicago. However, because of the lack of financial support from the Chicago Board of Education and a lack of commitment from some school administrators, a full complement of staff and program activities has not been possible in the three years of operation.

No PUSH-EXCEL staff are in the schools; the principals serve as the main contact persons for PUSH-EXCEL activities.

In some cases, the principal has designated an assistant principal or a teacher as coordinator of activities or liaison between PUSH-EXCEL and the school. In other schools, various staff members may be assigned to coordinate specific activities. For example, a physical education teacher may coordinate Direction Sports.

The site office staff consists of a Director, Assistant Director, Parenting Director, Youth Coordinator, Liaison Chief, Special Consultant, and a Secretary. Both adjunct programs have staff at the site headquarters. The Reproductive Health Program has an Assistant Director, four Health Educators, a clerk typist, and a communications specialist. The Career Exploration Demonstration Project has an Assistant Director and slots for other staff to be hired. Figure 2 shows the organization of the site office.

PUSH-EXCEL Youth Councils are in place at Orr High School and at the site headquarters. Plans are underway for a council to be installed at Marshall High School. The Youth Council that meets at site headquarters has representation from two PUSH-EXCEL schools. The Council serves as a division of Operation PUSH to promote excellence in the areas of ethics, education, economics, entertainment, recreation, and health.

The Chicago Public Schools' administration includes a board of education, a general superintendent, four deputy superintendents, and 27 district superintendents. Eight of the district superintendents are responsible for the 10 PUSH-EXCEL schools. Joseph P. Hannon is the General Superintendent of Schools.

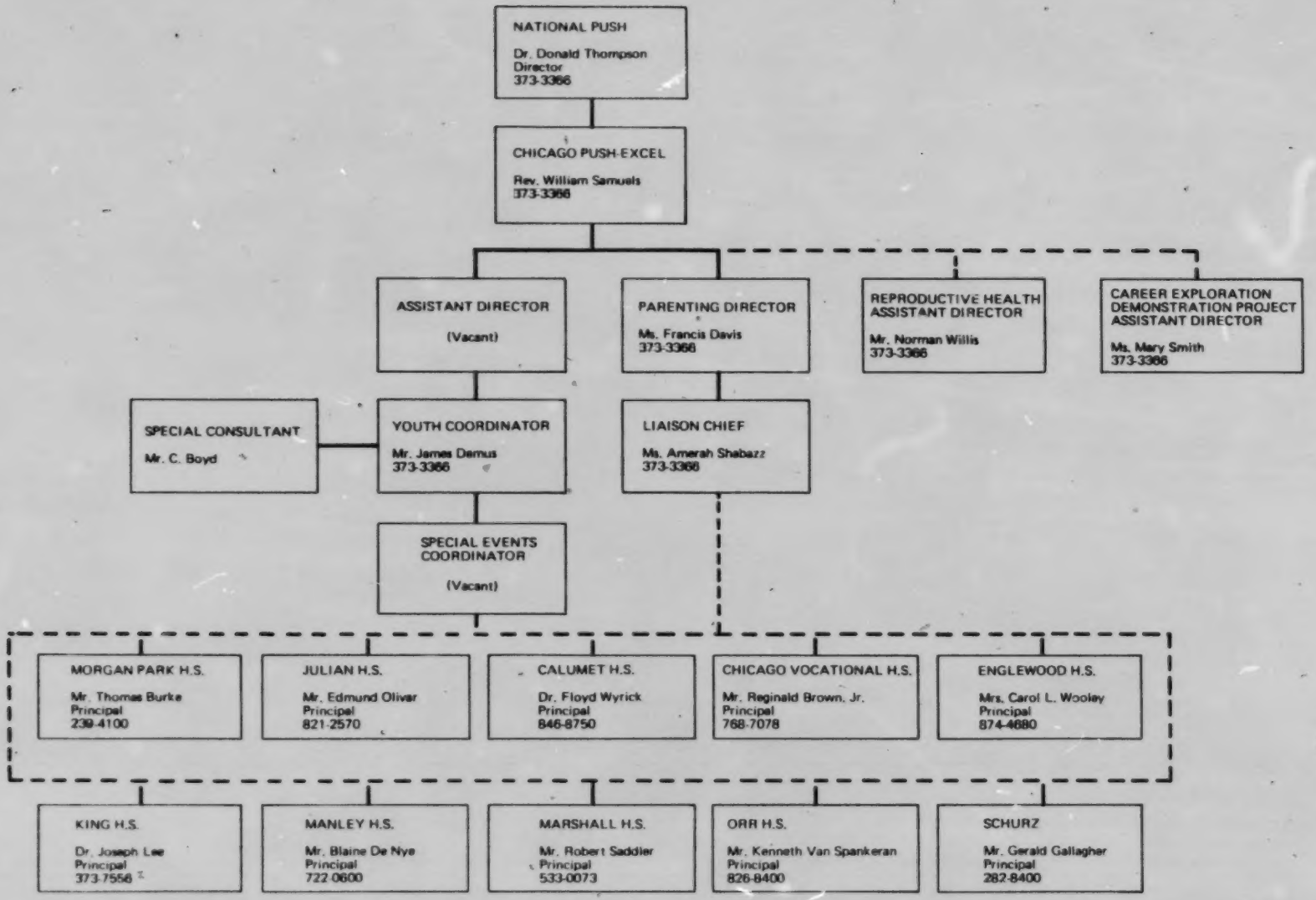

Figure 2. Chicago PUSH-EXCEL Organization Chart

RATIONALE

Chicago PUSH-EXCEL has several goals and objectives for the site. Its overall educational goal for 1979 is the development and implementation of comprehensive programs to assist and encourage students to remain in school and to take advantage of the educational opportunity that the city schools provide. This basic goal has been translated into the subgoals and objectives for the 1979 project year. (See Table 1 for a listing of these goals and objectives.)

IMPLEMENTATION

The PUSH-EXCEL High Schools in Chicago are Calumet, Chicago Vocational, Englewood, Percy L. Julian, Martin Luther King, Hugh Manley, John Marshall, Morgan Park, Renzin Orr, and Carl Schurz. These schools participate in centralized activities organized by the site headquarters. A listing of these activities is shown in Table 2.

EVALUATION

An external evaluation of the Chicago PUSH-EXCEL program is being conducted by James P. Comer of the Department of Psychiatry at Yale University for the Chicago Community Trust. The evaluation started in September 1978. Data have been collected from three high schools--Calumet, Manley, and Chicago Vocational. The evaluation is scheduled to be completed in December 1979. Results and recommendations have not yet been released.

Table 1.

Subgoals and Objectives for Chicago PUSH-EXCEL
1979 Project Year

SUBGOALS	OBJECTIVES
0 To carry out a Chicago program to promote excellence in our schools and to stimulate ongoing efforts to improve motivation and and achievement among our nation's youth.	1.1 To serve as a Chicago headquarters and a conceptual arena for the promotion of PUSH for Excellence in Chicago. 1.2 To serve as a Chicago clearinghouse on excellence in urban schools and to disseminate information concerning PUSH For Excellence programs. 1.3 To provide management and evaluative support to the various PUSH For Excellence schools. 1.4 To develop a site screening and selection process and to provide for recruitment and selection of personnel in PUSH For Excellence in Chicago.
0 To improve the atmosphere within selected schools and to thereby improve the overall learning environment for students within those schools.	2.1 To measurably reduce the incidence of verbal and/or physical assault among students and to reduce vandalism and crime within each PUSH for Excellence school. 2.2 To raise academic and social standards and expectations among students, teachers, and administrators in PUSH for Excellence schools. 2.3 To increase the awareness of PUSH for Excellence goals and objectives among school personnel and to involve teachers, administrators, and students in further defining goals and objectives.
0 To increase the resources available to to project schools, to enhance programs, and to solve problems.	3.1 To identify and enlist key total involvement elements who will help impact on school problems. 3.2 To develop and/or expand governance mechanisms composed of school/community persons to advise and plan school activities and assist in establish-policy and practices in the target schools. 3.3 Develop and expand the Chicago parenting program which is designed to involve 10,000 parents in parenting activities over the next year. 3.4 To establish a Speakers Bureau that will enlist the aid of prominent individuals on a local and national level primarily to alleviate the problem of trying to build a program around a single individual or personality.

Table 1. (Cont.)

SUBGOALS	OBJECTIVES
4.0 To enhance self-esteem among project students and to increase their desire and ability to accept the responsibilities of life's challenges including learning.	4.1 To raise academic and social standards and expectations among students, teachers, and administrators in PUSH For Excellence schools. 4.2 To improve the social performance of students in PUSH For Excellence schools. 4.3 To generally improve the academic performance of one-third of the students in PUSH For Excellence schools. 4.4 To develop increased incentives to perform well socially and academically and to develop increased opportunities for awards for good performance.
5.0 To increase each student's occupational and social aspirations through increased career-oriented activities and to utilize career goal development as a tool for stimulating the motivation to achieve academically.	5.1 To increase the number of career-oriented activities within each PUSH For Excellence school. 5.2 To use the increased career awareness and increased aspirations generated by the expansion of career-oriented activities to stimulate the desire to achieve academically.
6.0 To provide opportunities for staff development and in-service training for project staff.	6.1 To develop two special training workshops during the grant year for all staff. 6.2 To develop two training workshops per semester for all community volunteers and/or parents. 6.3 To develop two student leader training workshops per semester for all student leaders. 6.4 To encourage all professional staff members to attend at least one major conference per year within their particular area of interest. 6.5 To provide professional journals, books, studies, and other materials for all project staff.
7.0 To conduct a summative evaluation of all aspects of project activity utilizing a range of techniques designed to facilitate improvement of program services.	7.1 To make an objective determination of program success utilizing data gathered during the project year. 7.2 To do a self-assessment of project services utilizing staff's own perceptions of their success in meeting outlined objectives. 7.3 To provide for school and community evaluation of the project generally in relation to educational goals. 7.4 To provide for external review and evaluation of project activities.

Table 2.
SITE LEVEL PUSH-EXCEL ACTIVITIES: CHICAGO

Activities	Objectives	No. of Schools Participating 1978-79	Comments
Direction Sports	To involve students in a sports related curriculum and athletic tournament, through which reading and math scores will be increased.	2 EXCEL high schools 2 elementary schools	This activity uses the motivation of sports to teach the basic ideas of reading comprehension, math problem solving and character development.
Pipeline to Excellence	To expose students to professional jobs. To show students how a hospital operates. To show students what is involved in becoming a doctor. To present black role models for students. To expose students to little known occupations, i.e., surgical nurse, X-ray technician.	3	PUSH-EXCEL will pay $50.00 stipends for 3 EXCEL students to participate in an existing medical pipeline to excellence program, sponsored by a women's social club. Each student will follow a designated doctor around on his daily schedule.

Table 2. (Cont.)

Activities	Objectives	No. of Schools Participating 1978-79	Comments
Saturday School	To teach creative leadership, and proficiency in mathematics and engineering.	Several elementary schools	Prominent persons in Chicago, i.e., President of the First National Bank of Chicago, will spend five weeks lecturing to selected students on logic, leadership, law, math and engineering.
	To teach leadership training.	10 EXCEL high schools	
EXCEL Youth Council	To promote excellence in the areas of ethics, education, economics, entertainment, recreation, and health.	1 EXCEL school has a Council. Also a Council at PUSH headquarters has 2 EXCEL and 4 non-EXCEL schools represented.	These councils are a division of operation PUSH, therefore, non EXCEL schools are involved. An example of a council activity is the two-month Education Through Theater program.
	To develop special events, i.e., talent shows, plays and field trips, which provide outlets for the special talents of the students.		
John Hope Franklin Club	To set up EXCEL youth councils in all schools.	10	Plans are being made to have EXCEL Youth Councils in place in the schools by the end of the summer 1979.
	To teach leadership training.		

Table 2. (Cont.)

Activities	Objectives	No. of Schools Participating 1978-79	Comments
Citizenship Education	To establish EXCEL Youth Councils. To instill voter registrations sensitivity in students.	10	Citizenship education activities include modules set up in school libraries, and a voter registration Press Conference held in May 1979.
Speakers Pool	To provide inspiration and guidance to special school groups or assemblies developed for the expression of excellence.	No data	A roster of speakers have been provided for the schools. The available speakers cover the following professions: Judge, Educator, Community Relations Director, Manager-Insurance Sales, and Vice President of Research and Development-Univ.
Thursday EXCEL Forum	To provide educational information and to develop strategies for the implementation of excellence in the schools and community.	2	Parents and students are invited to meetings to explore films, records, and other aspects of impact Education, to determine whether they are impedements or helpmates to excellence.

Table 2. (Cont.)

Activities	Objectives	No. of Schools Participating 1978-79	Comments
EXCEL-A-Gram	To serve as a platform for students with journalism skills. To serve as an organ for intra- and inter-school communication.	10	The EXCEL-A-Gram prints news about the entire site. King High School produces the newsletter.
Convocation	To serve as a revitalization of the EXCEL spirit. To create an atmosphere for academic achievement.	10	This activity was held in the spring of 1979. It is being scheduled for the fall 1979 of the upcoming school year.
EXCEL Olympics	To provide a platform for academic competition in math, history, science, and the arts. To provide tangible rewards for achievement. To create an atmosphere for academic achievement.	3	This activity is the West Side schools' inter-competition of the Academic Olympics. Awards are given to the students and schools involved. In the fall of 1979 EXCEL is planning to organize this activity in 5 South Side schools.

Table 2. (Cont.)

Activities	Objectives	No. of Schools Participating 1978-79	Comments
Adopt-A-School (Business Advisory Council [BAC])	To provide each school with a business sponsor	2	Business participation includes: job banks, tours, liaisons, Saturday school, votor registration, travel incentives, resources, in-kind services, teaching logic. Representatives from Illinois Bell, Xerox, and Aamco are planning to develop a city-wide B.A.C., that will adopt all 10 schools.
Summer Jobs for Youth	To develop job opportunities for youth during the summer.	6	Businessess have provided jobs locally and across the country, i.e., Aamco Corp., Burger King, Walt Disney Studios.
Reproductive Health Program	To implement the reproductive health education module. To plan the 1979 regional reproductive health conference. To develop an advisory committee. To promote the PUSH-EXCEL teen-line. To promote reproductive health activities.	2	This is an adjunct program that is funded by the Illinois Family Planning Council.

Table 2. (Cont.)

Activities	Objectives	No. of Schools Participating 1978-79	Comments
Career Exploration Demonstration Project (CEP)	To provide a model for developing skills and exposing high school seniors to career opportu-ties. To use the total community approach developed in the PUSH-EXCEL program to provide linkages between the school and the broader community. To utilize the moti-vational techniques developed in the PUSH-EXCEL program to inspire students to become productive workers.	3 Sept. '79 - Sept. '80	This project is funded by the Department of Labor; it is an adjunct program.

Component Descriptions

CALUMET HIGH SCHOOL

Calumet High School is on the south side of Chicago in the Gresham-Brainard community. This is a lower-middle income community, with a median income of $12,282. The area is residential, consisting of single family bungalows, two-flat structures, and apartment buildings. Ninety percent of its population is black. Twenty-five percent of the families have incomes under $8,000, and one-third of the school's students get free lunches and free breakfasts. Parental participation is poor at Calumet, and none of it is associated with PUSH-EXCEL activities.

The student enrollment was approximately 3,100 during 1978-79, with breakdowns of 99 percent black, 1 percent other (including white, Hispanic, and Oriental). Fifty percent of the students were male and 50 percent female.

Floyd Wyrick has been principal of Calumet for five years and has served as the main contact for PUSH-EXCEL activities. According to the principal, there is neither a PUSH-EXCEL program at Calumet nor a set of PUSH-EXCEL goals and objectives for the school. However, Calumet has participated in some PUSH-EXCEL activities in the past, and the EXCEL Adopt-a-School program has brought financial and technical support from a major corporation.

Table 3 presents PUSH-EXCEL activities in which Calumet students participated.

Table 3.

PUSH-EXCEL ACTIVITIES: CALUMET HIGH SCHOOL

Activities	Objectives	No. Participants 1978-79	Comments
Adopt-A-School Avon Corporation	To obtain financial assistance. To expose students to major corporations. To provide a shadow cabinet that will help solve school problems. To set up an internship program.	N/A	PUSH-EXCEL was the source of contact for Avon's adopting the school. Avon gave Calumet $5,000. The money was given directly to the school; it was used to buy a piano laboratory.
	No data	150	The Choir went on a bus ride to the Avon Corporation. Avon paid for the buses. The principal plans to continue his relationship with Avon.
Voter Registration Press Conference	No data	3	A symbolic voter registration took place at the conference.

Table 3. (Cont.)

Activities	Objectives	No. Participants 1978-79	Comments
Saturday Meeting	N/A	No data	Student representatives have attended Saturday meeting at PUSH headquarters.
PUSH-EXCEL Stipend	N/A	No data	PUSH allocated $1,000 to Calumet. No data as to the disposition of funds.
Convocation	To kick off the PUSH-EXCEL program for the year.	No data	
Student pledges	N/A	No data	Pledges were signed at the convocation for two years.

CHICAGO VOCATIONAL HIGH SCHOOL

Chicago Vocational High School (CVS) is situated in the far south side of Chicago in a middle class black neighborhood of single family homeowners. Student enrollment for the 1978-79 school year was 4,468. Ninety-eight percent of the students are black, and the remaining 2 percent are from other racial or ethnic groups. Free lunches were served to 25 percent of the students. Community support at CVS is mainly through Parent Booster clubs (see Table 4 for a listing of community involvement activities). Reginald Brown, Jr., who was the first Director of Chicago PUSH-EXCEL in the 1976-77 school year, has served as principal of CVS since 1971.

The principal and other staff have worked with the PUSH-EXCEL program since it began at CVS. For example, the attendance officer was instrumental in designing and implementing the attendance program to achieve the school's PUSH-EXCEL objectives.

The organization and implementation of all school activities are designed to reach the PUSH-EXCEL goals and objectives. According to the principal, school activities and PUSH-EXCEL activities are not separate entities; they are one and the same. Table 5 (PUSH-EXCEL Activities) lists a sample of the school's activities.

CVS had three PUSH-EXCEL goals that were to be accomplished in separate phases. The goals were:

(1) to improve attendance;
(2) to improve attitude; and
(3) to improve achievement.

The program has achieved the first two goals. Attendance had increased to approximately 92 percent by 1979; in 1976, attendance was 86 percent. The attitudinal phase was completed by restructuring the student organizations into sophomore, junior, and senior executive councils.

The school is presently in its achievement phase. The objectives for this phase are:

(1) to improve ACT and PSAT scores; and

(2) to have a greater number of students entering prestigious colleges, technical institutions, and the world of work.

Table 4.
COMMUNITY INVOLVEMENT IN PUSH-EXCEL ACTIVITIES: CHICAGO VOCATIONAL HIGH SCHOOL

Activities	Objectives	No. Participants 1978-79	Comments
Parent/Teachers Assn.	No data	N/A	Official Parents' Organization.
Parent, Teachers, Student Assn.	No data	No data	Official Parents' Organization.
Band Booster Orchestra Booster Choral Booster Athletic Booster Senior Booster	To assist in coordinating student activities To defray cost of activities To give feedback on availability of other programs	No data	Functional Parents' organizations, very active with their respective student groups.
Benefit	No data	No data	A furniture company sponsored a benefit to provide financial support to the school.

Table 5.

PUSH-EXCEL ACTIVITIES: CHICAGO VOCATIONAL HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
Attendance program	To increase attendance and decrease suspensions	All students	The reorganization of the attendance procedures at CVS was a result of participation in the PUSH-EXCEL program.
Student/Faculty Administrative Council	To form an advisory executive board for the student council To plan and promote school activities	No data	The board was formed because the student council was not productive.
Teacher Appreciation Day	No data	No data	This activity was planned and promoted by the Student Faculty Administrative Council.
Awards Assemblies	No data	No data	Same as above.

Table 5. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
Student trips to: Colleges Elementary Schools (feeder schools)	No data	No data	These activities were planned and promoted by the Student Faculty Administrative Council.
Sr. executive board Soph. executive board Jr. executive board	To develop the attitudinal phases of the program	No data	Student advisory groups
"A" Average Board	No data	No data	This board is located outside the principal's office and shows the names and pictures of students with "A" averages.
College bound Alumnus Board	No data	No data	A map of the United States is located outside the principal's office with pins noting the cities where CVS alumni are attending college.

ENGLEWOOD HIGH SCHOOL

Englewood High School draws its enrollment from a low-income community in the south side of Chicago. In the neighborhood surrounding the school, several stores and houses have broken windows and are boarded up. The land is being reclaimed for redevelopment, and new townhouses are being built on the land. Community involvement at Englewood High is low, although some businesses are patrons of the school newspaper and contribute to the athletic scholarship fund. Parents have not been active participants in the Parent Teachers Association (PTA).

Englewood's original facility was built in 1894; other structures were built in 1915 and 1920. Three-fourths of the present facility has been torn down to make space for the construction of a new building. The new school, originally scheduled to open in September 1978, is to be completed by the start of the 1979-80 term. Englewood is now operating in one-quarter of the building space that it needs. The old building is functional, although in poor repair. Several windows are broken and boarded up.

During the 1978-79 school year, 1,900 students were enrolled at Englewood. Virtually all of the students were black, .1 percent were white; 46 percent were male and 54 percent female.

The principal of Englewood High School is Carol Wooley. An assistant principal has served in an administrative capacity with regard to PUSH-EXCEL activities since they began at Englewood, and for the past two years an English teacher has spearheaded the planning and coordination of PUSH-EXCEL activities.

Other teachers who signed the PUSH-EXCEL teacher pledge have assisted in PUSH-EXCEL activities. For example, the Sargeant in charge of the ROTC has made ROTC students available for all PUSH-EXCEL general meetings, such as the convocation. Table 6 shows the activities for the 1978-79 school year.

The thrust of the PUSH-EXCEL program at Englewood has been to acquaint the students, staff, and parents with the PUSH-EXCEL philosophy. During the 1976-77 school year, when planning for the program was underway, PUSH-EXCEL had a low profile at Englewood. In the following year, an English teacher coordinated her five English classes under the PUSH-EXCEL goals and objectives. That was the major activity for that year.

In 1978-79, a PUSH-EXCEL club was formed that later merged with the Human Relations club, an organization with similar objectives. The PUSH-EXCEL Human Relations club has students from all grade levels, and is responsible for planning PUSH-EXCEL activities.

The long-range goals for PUSH-EXCEL at Englewood are:

(1) to raise the academic level of students;

(2) to engage in new and innovative activities because new students and new teachers should bring new ideas each year.

See Table 6 for a listing of the school's activities.

Table 6.
PUSH-EXCEL ACTIVITIES: ENGLEWOOD HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
PUSH-EXCEL Human Relations Club	To learn to work with people.	150 members, including 5 officers, 7 board members	The PUSH-EXCEL Club was merged with the Human Relations Club because they have similar objectives and to minimize students' absence from class for club activities. The club serves as a catalyst for participation from other students and sets the tone for PUSH-EXCEL activities.
PUSH for Excellence Assembly	To introduce PUSH-EXCEL program to freshmen. To show freshmen what is expected of them as PUSH-EXCEL participants.	No data	Held in September.
Essay Contest	To make students aware of excellence. To teach students how they may obtain excellence. To point out those who have obtained excellence in certain areas; e.g., excellence of academic achievement, excellence in establishing goals and achieving them.	No data	Awards such as Englewood keyrings, bags, decals, and buttons are presented at the end of each month's contest to winners at division (homeroom) time. Students are honored twice a year at the awards assembly. Awards were purchased with the $1,000 PUSH-EXCEL gave to the school.

Table 6. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
	To teach each student there is always room for improvement. To have every student excel to his or her ability.		
Achievement Activity	To make every student concerned about pushing toward excellence.	No data	Students with high academic averages are honored at the awards assembly. Englewood keyrings, bags, decals, and buttons are presented as awards. At the end-of-the year awards ceremony, $25 cash awards are given to students who have perfect attendance, no tardies, no discipline record, and no failures. Awards were purchased with and allotted from the $1,000 PUSH-EXCEL gave Englewood.
Attendance Award	No data	No data	
Student Pledges	As stated on the pledge: to take the opportunity to learn all that I can; to help my school and community by exercising discipline.	Approx. 950	Pledges are signed in the divisions (homerooms). If students fall behind in their work, they are reminded that they signed pledges.

Table 6. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
	To sacrifice some of my wants of today, so that I may satisfy most of my needs of tomorrow. To learn the secrets of success and practice them daily. To be motivated to accept responsibility because no one will save us from us but us. To study each night between the hours of 7-9 p.m. with the radio, T.V., and telephone off. To develop my mind, as I have developed my body. To life challenges we say, that if I can conceive it, and believe it, I can achieve it.		
Parent Pledges	As stated on the pledge: to monitor my child's study hours for at least two hours a night with radio, T.V., and telephone off.	Approx. 95 parents	Students took the pledges home for parents to sign and return. Parents are reminded of the pledge if their child falls behind in his/her work. Parents who have not signed pledges are encouraged to do so if their child falls behind.

Table 6. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
	to visit my child's school at least four time a year during report card time. to exchange phone numbers with my child's teachers during the beginning of the school year. to pick up my child's test scores and maintain close contact with his/her counselor throughout the year.		
Teacher Pledges	As stated on the pledge: to expect quality work from all students. to teach, counsel, and administer with high self-expectations. to motivate my students and demand that they be self-disciplined, and positive, independent thinkers. to communicate with parents at least four times a year, and exchange phone numbers	1/4 of teachers	Pledges are placed in teachers' boxes at the beginning of the year. Follow up on pledges is difficult, because of the teachers' union and integrated faculty.

Table 6. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
	with parents at the beginning of each school year. to call parents when students are absent more than two consecutive days. to give and collect homework with impact and purpose regularly.		
Bake Sale	To raise money for the petty cash fund of the PUSH-EXCEL/Human Relations Club.	65	PUSH-EXCEL/Human Relations Club activity.
Ski Trip	To travel To learn the fundamentals of skiing. To learn how to get along with people.	Approx. 54	PUSH-EXCEL/Human Relations Club activity.

PERCY L. JULIAN HIGH SCHOOL

Percy L. Julian High School was opened in the fall of 1975, in the far south side of Chicago. It serves the communities of Washington Heights, and portions of Roseland, West Pullman, and Morgan Park. The communities are lower-middle income, with 17 percent of the families at or below the poverty level, as defined by the U.S. Government. According to 1969 and 1970 Census figures, the median incomes for these communities were $12,144; $9,433; $11,750; and $12,757, respectively. Most of the new construction in Washington Heights has been single-family structures that are owner occupied. The 1970 Census shows the percentage of black population in the communities ranging from 48 to 75, except for Beverly Hills (part of the Morgan Park community), which has no blacks. In the Percy L. Julian communities, parent groups and community agencies provide a viable support system for the school and the community.

In September 1978, 2,673 students were enrolled at Julian. The breakdowns were as follows: 99.9 percent black, .1 percent other (including white and Hispanic); 45 percent male, 55 percent female; 28 percent 9th graders, 29 percent 10th graders, 21 percent 11th graders, 21 percent 12th graders, and 1 percent postgraduate and special students.

Edward H. Oliver, Principal, and Donald S. Baker, Assistant Principal, have been at Julian since it opened in September 1975. Baker has consistently worked with PUSH-EXCEL activities since they began at Julian in the fall of 1976. See Table 7 for a listing of the school's activities.

The PUSH-EXCEL program has taken a low profile at Julian High School. The principal stated they they would

never use the PUSH for Excellence slogan exclusively at Julian, because the Julian philosophy of high ideals--as embodied in the school seal--is more important for school spirit at Julian High School. He further stated that the school would lose its own identity if they used PUSH-EXCEL or any other name. The school has participated in PUSH-EXCEL because it was consistent with their school district (District 18) motto, "In pursuit of excellence." Julian's motto is: "For knowledge to itself is power." The PUSH-EXCEL goals are closely aligned to some of the Julian objectives. Therefore, the school does not have separate overall PUSH-EXCEL objectives. Below are examples of the Julian objectives that are similar to PUSH-EXCEL.

(1) to encourage open lines of communication between the community and the school;
(2) to encourage active parental involvement in the educational progress of their children;
(3) to develop an attitude of respect for oneself, as well as self worth;
(4) to improve student attendance;
(5) to create an improved attitude toward learning;
(6) to decrease any drop-out rate; and
(7) to motivate student to do well in all classes.

The short-range plans for the PUSH-EXCEL program are:

(1) to participate in the Academic Olympics with the west side schools;
(2) to take part in the Adopt-A-School program; and
(3) to request certain speakers from the Speakers Pool: Carl Boyd, William Samuels, and Willie Barrow.

See Table 7 for a listing of the school's activities.

Table 7.

PUSH-EXCEL ACTIVITIES: PERCY L. JULIAN HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
Parent pick up report card	No Data	No Data	This activity started before PUSH-EXCEL endorsed it. Parents bring students with them to pick up report card.
Student pledges	No Data	No Data	The pledges were signed at the convocation and sent back to PUSH-EXCEL Headquarters.
Student scholarship	To defray the cost of going to college.	1	The $1,000 that was given to the school by PUSH-EXCEL was given to a needy student, to help pay for college costs. The student went to Depaul University
Direction sports	To teach students to service posterity. For students to learn about themselves and the subject matter. To learn how to relate to younger students. To help feeder schools, the community, and themselves.	8	This activity was sponsored by PUSH-EXCEL.

Table 7. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
Summer Seminar (Saturday School-PUSH-EXCEL name)	To be in contact with a resource person (financial) who can bring others of this statue in contact with the school. To lessen the ivory tower effect. To broaden the student's perspective. To find out if the student's skills are relevant. To give Abud (the teacher), a sense of what this community is about.	2	This activity was organized by PUSH-EXCEL. The students will be taught leadership, the classics, law, and logic by Rober Abud, Chairman of the Board of Chicago First National Bank. The seminar will be a five (5) week course, held in Abud's penthouse suite.
Voter Registration	No data	1978 - 100 1979 - 200	Don't know if it was the result of PUSH-EXCEL efforts. Three or four registrations were held last year. Ninety-five percent of the 18-year olds were registered in 1979.
Human Relations Group	To get students to understand other ethnic groups	No data	This activity is viewed as having similar objectives to PUSH-EXCEL. A group of students were sent to Morgan Park (50 percent white student population) to have discussions and follow their schedule.

Table 7. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
Human Relations Group (cont.)			Both schools thought the activity was a success.
Alpha, Beta, Gama Councils (Subgroups of Student Council)	No Data	Entire School	This activity perceived as having similar objectives to PUSH-EXCEL. The school is divided into three houses, Alpha, Beta, Gamma. Each house has a council. The houses compete for attendance awards and clean house awards. The councils plan activities that create group cohesion within the houses, i.e., dress-up day and dress-down day.
Teacher pledges	No Data	No Data	Each teacher is pledged to the Julian philosophy and not the PUSH-EXCEL philosophy. Teachers are encouraged to look for other employment if they are not judged excellent or superior.
Percy L. Julian Advisory Council-PTA	To advise on the needs of the community. To add or eliminate programs.	5 students 5 staff 5 community 35 parents	This advisory council is not a PUSH-EXCEL council. This council decided that Julian would not be involved in the reproductive health program, because it would be a replication.

MARTIN LUTHER KING HIGH SCHOOL

Martin Luther King High School is a modern structure located in Chicago's south side in the Oakland-Grand Boulevard community--a low-income community of apartment building rental units and a few small businesses.

In the 1977-78 school year, 85.5 percent of the families in this community were at or below the poverty level as defined by the U.S. Government. During the 1978-79 school year, 91 percent of the families were at or below the poverty level. Although there is some community support for the school, there is a need for more parental involvement and support from large businesses outside the community. Table 8 presents community involvement activities.

Student enrollment for the 1978-79 school year is 1,992, with a racial breakdown of 99.9 percent black, and 0.1 percent white. The sex breakdown is 50 percent male and 50 percent female. A general curriculum is taught at King High School. Multipurpose rooms are used for PUSH-EXCEL activities.

Joseph Lee has been principal of King High School since September 1978. He has served in a decision-making role with regard to PUSH-EXCEL activities. Two teachers, Hickman and Hatchel, have worked with PUSH-EXCEL activities since PUSH-EXCEL started at King High School in 1976. Their roles have been to attend PUSH-EXCEL meetings at PUSH Headquarters; to accompany students to PUSH-EXCEL activities; and to assist in the implementation of the activities. Table 9 lists the activities that have been implemented.

The PUSH-EXCEL program at King High School has focused on public exposure and fundraising for the 1978-79 school year. In September 1978, King High School was faced with a $66,000 debt; therefore the goal of several of their activities was to eliminate this debt.

King High School's goals for the 1979-80 school year are:

(1) to take part in the Adopt-A-School program; and
(2) to have student council members become members of PUSH and serve as a steering committee for PUSH-EXCEL at King High School.

The long-range goal is to become a model inner-city school that shows success in every aspect of education. The principal states that this goal will be achieved through the following objectives:

(1) to increase the rate of academic success;
(2) to improve attendance;
(3) to improve school community relations;
(4) to improve student self-image; and
(5) to decrease vandalism.

Table 8.
COMMUNITY INVOLVEMENT IN PUSH-EXCEL ACTIVITIES: MARTIN LUTHER KING HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
Parent/Teachers Assn.	No data	N/A	Some members are active in PUSH-EXCEL activities at King, i.e., chaparone Band meet; chaparone PUSH Saturday meeting. PTA helps with fundraising.
Senior Parents	No data	N/A	Fundraising, i.e., sponsored disco dance.
Junior Parents	No data	N/A	Fundraising, i.e., Las Vegas Night, raffle.
Neighborhood Church	No data	N/A	Sponsored Jubilant Singers in Concert to help pay for trip to Africa and Israel, raised over $3,000.
Neighborhood Businesses	No Data	N/A	Contribute to athletic program. Take advertisements in yearbook and newspaper. Most businesses in the area are small; and have little resources for contributing to the school.

Table 9.
PUSH-EXCEL ACTIVITIES: MARTIN LUTHER KING HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
Jubilant Singers (Choir)	To raise money to pay off school debts	No data	PUSH-EXCEL provided buses for the choir to travel to Aurora, Illinois, to give fund-raising concerts.
Trip to Israel & Liberia	To improve self-image To obtain publicity	16	PUSH-EXCEL helped facilitate this trip by donating $1,000. The King H.S. Choir (Jubliant Singers) will take this trip.
Martin Luther King Day	No data	No data	The Choir sang at PUSH Headquarters for the occasion.
School Band	To play at the 1979 opening game at Cominsky Ball Park	No data	Jesse Jackson's publicity about the school on the radio (Saturday morning meeting) helped King H.S. band get an invitation to Cominsky Ball Park to compete in a band competition which they won.

Table 9. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
College Advanced Placement Tuition	To increase academic success	31	PUSH-EXCEL serves as a facilitator for this program by contributing to tuition aid.
	To improve self-image		Senior students who have a B average or better are allowed to take college courses at King H.S., taught by university professors from City College of Chicago. The courses are Educational Counseling, Vocational Counseling, Psychology of Personality, and Adjustment.
Speakers Pool	To improve self-image	No data	Rev. Jackson gave a speech at King H.S.
	To increase the academic success rate of students		
	To serve as an inspiration to students		
	To get the practical side of how a person becomes successful		

Table 9. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
Saturday PUSH Meeting	To broaden the experiences of youngsters	No data	PUSH-EXCEL invited the school to attend the Saturday morning meeting.
	To increase the audience of the Saturday PUSH meeting		The exposure King H.S. received at the Saturay meeting led to an invitation for the Band to perform at Cominsky Park and a one-hour T.V. program that was aired after they won the Band trophy for their performance.
	To encourage other organizations to make donations to King H.S.		
	To get invitations for students and/or faculty to perform or speak out at fund-raising events		PUSH-EXCEL honored Teddy Grubbs, an all American basketball player who had an average of 3.8, and 300 scholarship offers. Teddy Grubbs Day was declared at one of the Saturday morning meetings.
	To generate financial support		
Voter Registran Press Conference	To honor noted students		This activity was organized by PUSH-EXCEL.
	To observe the press		
	To be interviewed		

MANLEY HIGH SCHOOL

Manley is located in the Lawndale community on the West Side of Chicago. Generally, the enrollment boundaries extend from 12th Street on the south to the Eisenhower Expressway on the north, and California Avenue on the east to Pulaski on the west. Lawndale is a majority black, low-income community with an older, deteriorating housing stock. Vacant lots and abandoned buildings spot the residential neighborhoods and commercial strips. Active Lawndale community organizations exist that offer a multiplicity of social and physical redevelopment services.

The principal of Manley High School is Mr. Blaine DeNye. Approximately 2,000 students enroll in Manley at the beginning of each school year, and about 200 drop out, are transferred, or leave the school for other reasons by the end of each year. The enrollment breakdown is roughly 40 percent freshmen, 30 percent sophomores, 20 percent juniors, and 10 percent seniors. The school is almost entirely black (99.9 percent), with less than five students that are white or Hispanic. Approximately 55 percent of the students are female and 45 percent are male. The faculty includes about 100 teachers, 50 percent of whom are black and 50 percent white.

Manley is one of the oldest high schools in Chicago. The school has a general academic curriculum.

There is a Manley Community Advisory Council composed of parents. A representative of this organization presented National PUSH-EXCEL with more than 400 parent pledges on Manley Day at Operation PUSH Headquarters in March 1979.

Manley does participate with eight other high schools on the West Side of the city, forming what is generally known as the "West Side Cluster." The cluster was formed by the principals of the nine schools who decided that a collaborative approach would be more beneficial than singular strategies in addressing similar problems affecting students and parents from West Side neighborhoods. The cluster (as a whole) has interacted with community-based groups and higher education institutions such as Malcolm X Community College, where the Academic Olympic competitions are held annually.

PUSH-EXCEL activities started in the 1976-77 school year. The principal appointed a member of the Manley faculty as the PUSH-EXCEL liaison that year, and the two subsequent years. However, each year the liaison person has been different (the first two teachers were transferred to other schools).

The goals Manley has set for PUSH-EXCEL next year are:

(1) increased class attendance;
(2) reduced teen pregnancies; and
(3) increased involvement of, and coordination with, the business sector.

See Table 10 for a listing of the school's activities.

PUSH-EXCEL ACTIVITIES: MANLEY HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
Student Pledges	To improve opportunity atmosphere, motivation, and responsibility of students in school.	1,500 approx.	An annual activity which began in school year 1978-79. PUSH-EXCEL sponsored.
Parent pledges	To increase parental involvement in school and responsibility for student achievement.	400 approx.	Presented by the Community Advisory Council in March 1979 at Manley Day at Operation PUSH Headquarters. An annual activity.
Reproductive Health and Careers Conference	For school students to understand their own values and express their knowledge on the physical and social aspects of reproductive health.	four busloads of students	One-time convocation activity held in fall 1978 at McCormick Place. All Chicago PUSH-EXCEL school invited. Sponsored by PUSH-EXCEL.
Series of assemblies and classes on reproductive health	To incorporate information on the social and physical aspects of (family life education) reproductive health into regular school classes, and to address the problems associated with this topic at Manley during a series of special student body assemblies.	Manley student body	Series of assemblies held at Manley for 6 weeks immediately following the PUSH-EXCEL convocation. Four PUSH-EXCEL staff helped faculty deliver the information during physical education classes and assemblies. Rev. Samuels, Director of Chicago PUSH-EXCEL spoke. Principal believes PUSH-EXCEL involvement has decreased pregnancies.

Table 10. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
Attendance at Los Angeles EXCEL-A-THON week	To give award to Manley team for excellence in athletics	Championship Basketball team of Manley	A one-time activity sponsored and supported through PUSH-EXCEL. Team visited L.A. PUSH-EXCEL high schools, Disneyland and Hollywood.
Manley Day at PUSH-EXCEL	To award students for excellence in athletics and academics. To present parent and student pledges to PUSH-EXCEL staff.	Representatives of the student body	A once-a-year activity held at Operation PUSH (each school in PUSH-EXCEL program has a Saturday at Operation PUSH).
Certificates for perfect attendance at an end-of-year annual assembly	To award students with perfect attendance records.	Entire student body invited to attend (some parents)	An activity where PUSH-EXCEL will participate, i.e., giving an inspirational speech and helping to hand out awards.
National Honor Society Induction May 25, 1979	To award students for excellence in scholastic achievement.	Student body attended.	Rev. Jesse Jackson was present to give inspirational speech to the assembly, which was preceded by a PUSH membership drive for parents ($5) and students ($2) at the school.
Athletics Award Banquet (annual event) at end of year.	To honor excellence in athletics.	Entire student body invited as well as parents.	Manley activity with similar goals to PUSH-EXCEL.
Academic Olympics (West Side Cluster)	To promote student excellence in many academic disciplines through competitive matches.	Top students from Manley competing against top students from 8 other west side schools.	An annual activity with similar objectives to PUSH-EXCEL. Malcolm X Community College donates its facility annually. Only 3 of the 9 schools are PUSH-EXCEL (Manley, Marshal, and Orr).

Table 10. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
PUSH-EXCEL Convocation March 1979.	To inspire students in academic and athletic achievement. To instill the goals of PUSH-EXCEL.	30 students (approx.) representing the student leadership at Manley	A (annual) one-time activity sponsored by PUSH-EXCEL, 10 schools participated, Rev. Jackson gave an inspirational speech.
Voter Registration Drive-May 25, 1979.	To register 18 year-olds to vote.	Primarily juniors and seniors of the student body of Manley.	PUSH-EXCEL worked with the Chairman of the Board of Elections and the Urban League to get all PUSH-EXCEL students who are eligible (18 or older) registered to vote.
Voter Registration Orientation at Operation PUSH in early May 1979.	To orient and inspire 10 top students regarding voter registration and the necessity for all 18 year-olds to register. Goal: Peer motivation.	10 registered students	The Urban League, the Chairman of the Board of Elections, representatives from Washington, D. C. spoke.

JOHN MARSHALL HIGH SCHOOL

John Marshall High School opened in 1918, and the original building was replaced in 1931. It is located at 3250 West Adam Street in the near west side of Chicago. The present structure is in poor repair. Marshall draws its enrollment from a community that has been actively involved in PUSH-EXCEL activities (see Table 11 for a description).

During 1978-79, 1,839 students were enrolled at Marshall. All of the students were black; 50 percent were male, and 50 percent female.

The principal, Mr. Robert A. Saddler, and an assistant principal have worked with the PUSH-EXCEL program since it started at Marshall in the fall of 1976. The principal's role in PUSH-EXCEL has been an administrative one; the assistant principal has coordinated the activities. Other staff have served as teacher sponsors and represented Marshall in the Academic Olympics subject area committees.

A major focus of the PUSH-EXCEL program at Marshall High School is the Academic Olympics. Student, faculty, and community involvement in this program has been encouraging. Students' participation in the competitions has created a ripple effect on other students who have observed their peers earning awards. The principal commented that the atmosphere of the school is changing and it is becoming "hip" to work to become the best in a given subject area. He credits PUSH-EXCEL with turning the school around to strive for achievement. A breakdown of PUSH-EXCEL activities is in Table 12.

Marshall High School's future plans with regard to PUSH-EXCEL are:

(1) to continue and expand the Academic Olympics;

(2) to increase the quality of the level of the students at Marshall; and

(3) to obtain better media coverage.

Table 11.
COMMUNITY INVOLVEMENT IN PUSH-EXCEL ACTIVITIES: JOHN MARSHALL HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
Parent Advisory Council	N/A	No data	Helped chaperone final Academic Olympics competition in 1978.
Garfield Community Service Center	N/A	No data	Helped plan Academic Olympics.
Midwest Community Council	N/A	No data	Helped plan Academic Olympics. Strong voice in the community with close ties to Marshall High School, i.e., contacted contractor to complain about shoddy workmanship on the school's rehabilitation program.
Neighborhood Church	N/A	No data	Informed ministers about Academic Olympics.
Media Coverage	N/A	No data	Media has been responsive. It gave adequate coverage of the local Academic Olympics competition; i.e., principal appeared on the Renee Pruitt T.V. show and discussed the Academic Olympics. However, no coverage was given to the Academic Olympics finals. The lack of coverage was a surprise and a disappointment to the Marshall High School Administration.

Table 12
PUSH-EXCEL ACTIVITIES: JOHN MARSHALL HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
Academic Olympics	To highlight excellence in the schools. To give tangible recognition of excellence; i.e., medals, trophies, scholarships.	400-500	An ongoing PUSH-EXCEL activity. Three West Side PUSH-EXCEL schools participated in 1978-79. Six other non-PUSH-EXCEL schools participated in 1978-79. One non-PUSH-EXCEL school voiced an interest in participating next year.
Academic Olympics Evaluation	No data	No data	A questionnaire was circulated at eight schools. The principal noted that the results were positive.
Attendance Competition	No data	Entire school	An ongoing PUSH-EXCEL activity. A traveling plaque is placed in one of nine schools at the end of the year. Three of the schools are PUSH-EXCEL schools.
Voter registration	No data	Seniors	
Wednesday School	No data	Juniors	
Convocation	No data	Freshmen Juniors Club presidents	
Rally	No data	Freshmen & Sophomores	

Table 12. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
Greater Chicago Area Program	To attract minority students toward the field of engineering. To program the students to become academically successful.	70	This is not a PUSH-EXCEL activity, but the principal notes that the program's objectives are similar to those of PUSH-EXCEL.
Marshall Day	To show recognition of students, teachers, parents, and community people.	3	Plans were made to hold the event at the close of the school year.
Excellence Assembly	No data	No data	This activity is planned by Marshall H.S. to take place in June 1979. Chicago Director of PUSH-EXCEL was asked to speak at assembly.
Country Fair	To show exhibits of how excellence is being accomplished at each school.	No data	This activity is a picnic scheduled for July 1979.
Summer jobs	No data	1	This activity is planned for the summer of 1979. A student from Marshall will be sent to work at Disneyland.
PUSH-EXCEL Youth Council	No data	12	The council is scheduled to be organized by the end of the 1978-79 school year. Council members will attend National PUSH Conference in Cleveland, Ohio.

MORGAN PARK HIGH SCHOOL

Morgan Park High School is on Chicago's Southwest Side. It serves three communities--Morgan Park, Beverly Hills, and Mt. Greenwood. These communities are middle-income level, with a mixture of turn-of-the-century homes, and modern tri-level structures.

According to the principal, Thomas S. Burke, student enrollment is 2,200; breakdowns are 58 percent black, 42 percent white; 51 percent male, and 49 percent female. Morgan Park High School was built in 1913, and has always been a racially mixed high school. In more recent years, the school population has become more than 50 percent black, and the population around the school has become predominately black. Maintaining a racially balanced student population is an important concern of the community. One of the strengths of this school is the support (including substantial monetary aid) it receives from political leaders at the state and local levels, community organizations, parent groups, and the business and religious institutions.

The principal stated that there are no PUSH-EXCEL activities at Morgan Park High School. The $1,000 that was given to Morgan Park by PUSH-EXCEL has not been spent because there have been no activities to spend it on. He further explained that Morgan Park High School became a PUSH-EXCEL school because the district superintendent recommended that it do so. Morgan Park's administration is interested in building school pride and loyalty within their students, as opposed to building a pride in the PUSH for Excellence Program. It is more meaningful for their students to do a task for the Morgan Park Community than for PUSH-EXCEL. Although there

is no PUSH-EXCEL program at Morgan Park, students have attended some annual activities sponsored by the PUSH-EXCEL headquarters. See Table 13 for a listing of these activities.

The long-range goal at Morgan Park is to maintain the same level of involvement in PUSH-EXCEL and to do what is best for the school.

Morgan Park's school goals, although not identified with PUSH-EXCEL, are similar to PUSH-EXCEL goals. These are:

(1) to improve student attendance;
(2) to improve teacher attendance;
(3) to promote respect for public and private property; and
(4) to improve overall achievement.

Table 13.
PUSH-EXCEL ACTIVITIES: MORGAN PARK HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
Voter Registration Press Conference	No data	5	Held at PUSH headquarters. Students were disappointed because they were not allowed to speak on camera. Eligible Morgan Park students register to vote at Morgan Park through an ESAA-funded Urban League voter registration program.
		In 1977	
PUSH-EXCEL Parade	To provide publicity for PUSH	50	Morgan Park's band played in the parade

69

REZIN ORR HIGH SCHOOL

Rezin ORR High School is seven years old and is therefore one of the newest secondary schools in the city. It is located at 730 North Pulaski Avenue on the West Side of Chicago. Dr. Kenneth Van Spankenen has been ORR's principal for the past four years. The physical condition of the facility is very good. Architecturally, the school is divided into four "houses," each containing freshman through senior classes. ORR has a general academic curriculum, which means that there are no entrance requirements for students beyond graduation from an elementary school. (By constrast, Chicago vocational high schools have reading level requirements.) ORR reading scores average at the 5th and 6th grade levels, according to the principal, who has incorporated a major remediation program at ORR comprised of five reading laboratories. The West Side of Chicago is generally known for excellence in athletics, and not in academics. Scholastically, ORR is at the top of all West Side schools, but still ranks in the lower half of all Chicago public high schools.

In the 1978-79 school year, the enrollment of the school has ranged between 2,400 and 2,500 students. Approximately 1,000 students are 9th graders, 700 are 10th, 400 are 11th, and 300 are seniors. The principal reported that the total enrollment is down from what it was (2,700) three years ago, and the number of seniors has increased in percentage during that time. Both of these trends are viewed as positive. About 50 percent of the students are male and 50 percent are female.

Racially, the student body is 75 percent black, 23 percent Hispanic, and 2 percent white. The racial breakdown is reflective of racial residential patterns in the surrounding

area, the South Humbolt community. There are occasional racial problems between blacks and Latinos at the school as a result of problems in the community. Last school year (1977-78) there were two racial disturbances, and this year there was one. In the latter, a student was shot at the school in retaliation for a previous gang-related shoot out in the neighborhood. The enrollment boundaries for the school are generally North Avenue on the north, Kenzie Avenue on the south, California Avenue on the the east and Kenton on the west.

The South Humbolt Community Coalition (SHCC), a multi-purpose service organization, is the major community-based group working in the ORR enrollment area. Principal Van Spankeren is on the Advisory Board of SHCC. The principal also sits on an advisory panel of the Youth Services Project, a community-based group offering drug counseling and job referral services to young people in South Humbolt. ORR is also part of the West Side cluster which annually sponsors the Academic Olympic competition with PUSH-EXCEL.

ORR has a Parent-Teacher-Student Association (PTSA) with a membership of 100 parents. The PTSA has often sent representatives to various PUSH-EXCEL sponsored meetings.

ORR was one of the first schools in Chicago to become involved in PUSH-EXCEL. In his search for new programs to increase scholastic achievement levels and promote an improved school environment with minimal security problems and vandalism, the principal volunteered ORR as a PUSH-EXCEL school through the School District Superintendent in 1976-77.

The first year was primarily an endorsement period of EXCEL concepts by the students and parents. In the second year, EXCEL groups such as the Business Advisory Council were established. It was not until the 1978-79 school year that activities such as the parent and student pledge campaigns were incorporated. The PUSH-EXCEL Student Council was also formed in 1978-79.

This gradual incorporation of the PUSH-EXCEL program at ORR reflects the philosophy of the principal, who remains the "liaison" to PUSH-EXCEL for the school. Van Spankeren says he is firmly committed to PUSH-EXCEL, and that as long as he remains principal, the school will be committed to all aspects of the program. He sees PUSH-EXCEL's value as placing the responsibility for learning and developing a better learning climate on the parents, students, and community, where it belongs.

The goals ORR has set for PUSH-EXCEL next year are to increase student, parent and community involvement in the ongoing EXCEL activities and to focus specifically on:

(1) The YPO/Business Advisory Council's involvement in PUSH-EXCEL's Adopt-A-School program;
(2) Further developing the PUSH-EXCEL/ORR Student Council; and
(3) Further incorporating reproductive health projects into the school's curricular programs.

Table 14 lists the PUSH-EXCEL activities at ORR.

Table 14.
PUSH-EXCEL ACTIVITIES: REZIN ORR HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
PUSH-EXCEL parades for all Chicago participating schools at beginning of school year.	To kick off the year and promote interest in program.	None	Activity only sponsored by PUSH-EXCEL in 1976-77 and 1977-78.
PUSH-EXCEL Convention at Chicago Armory in March 1979.	To present student pledges and motivate students toward PUSH-EXCEL goals.	Approx. 30-50 students.	An annual activity. It is believed that 1978-79 was ORR's first year participating.
Reproductive Health & Careers Conference.	To help students understand their own values and discuss their knowledge of the physical and social aspects of reproductive health.	Approx. 200 students.	First annual convention held at McCormick Place. All Chicago PUSH-EXCEL schools invited. Parents also attended.
Incorporation of special classes on reproductive health for one week in Orr Physical Education Department.	To incorporate information on the social and physical aspects of reproductive health into on-going physical education classes. To instill good sense of value and responsibility regarding this subject.	All students in the school attending physical education classes.	Activity began in 1978-79 school year.
YPO/EXCEL Business Advisory Council.	To show students that surrounding businesses and industries care about student needs. Also, to bridge the gap between parents, students, & businesses and to provide jobs for the students.	Approx. 20 businesses from the immediate community, as well as throughout the Chicago area.	Established in 1977-78 school year, the Council includes corporate interests such as the American Reserve, the Pick Hotel Corporation, Chicago 7-up Bottling Co., and Playskool, Inc. Have provided jobs jobs to Orr students.

Table 14. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
Academic Olympics (West Side Cluster schools)	To motivate students toward academic excellence in a variety of disciplines through competitive matches.	Top students from Orr competing with top academic students from 8 other West Side schools, two of which are also PUSH-EXCEL schools.	An annual activity sponsored in part by PUSH-EXCEL. Took place on 31 May and 1 June this school year.
Orr dinner in June 1979, to honor winners of Academic Olympics at the Pick Congress Hotel.	To honor four top students.	The entire student body, parents, & community representatives.	Sponsored with the YPO/EXCEL Business Advisory Council, this is an annual event following the Academic Olympics.
PUSH-EXCEL/Orr Student Council	To incorporate PUSH-EXCEL goals and activities throughout the student body more vigorously. To eventually merge this group with the regular Orr Student Council.	15 students	Chicago PUSH-EXCEL Youth Director organized this group in 1978-79. Current focus is on Orr's racial problems.
Reading for Excellence Competition.	Program to increase reading skills of students by awarding buttons.	Approx. 500 students.	Activity started in 1978-79. Over 4 years at Orr, a student could read 40 major novels in this activity.
Orr/EXCEL Honor Roll.	To award students for excellence in scholastic achievement.	Approx. 250 students placed on honor roll.	Activity started in 1977-78.
Orr/EXCEL Project Attendance Competition.	To stimulate students to attend school and classes on a regular basis by awarding Orr/EXCEL tee shirts.	Approx. 300 students.	Activity started in 1977-78.

Table 14. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
Voter Registration	To register eligible students and especially graduates.	No data	An activity for the past 2-3 years.
Student Pledges	To inspire the students; to improve the opportunity, atmosphere, motivation, and responsibility of students through signing a moral contract.	No data	PUSH-EXCEL sponsored activity that began in 1978-79. Pledges were presented at the PUSH-EXCEL convocation at the Armory in March 1979.
Parent Pledges	To promote parental involvement in schools and increase parental responsibility for student achievement.	250-300 parents	Rev. Jackson visited Orr in April 1979 when the parents assembled and signed the pledges.

CARL SCHURZ HIGH SCHOOL

Carl Schurz High School is housed in a large, well-maintained facility in the far northwest side of Chicago. Schurz serves a working class district that includes a variety of ethnic neighborhoods (e.g., Greek, Polish, Chicano, and German). The community has a history of intra- and interracial gang fighting.

Approximately 3,900 students were enrolled during the 1978-79 school year. Sixty-eight percent were white and 28 percent Hispanic. Oriental and black students comprise the remaining four percent.

Community involvement at Schurz is high. The school has an active PTA, and the local business community sponsors several work-study programs involving approximately 200 students. Parents are also involved in the school's Advisory Council. The local Kiwanis Club is an important source of community interest in the school.

Although the principal endorses the concept, Schurz' participation in PUSH-EXCEL is selective. Students attended a city-wide convocation at which a school theater group performed. The school nominated students for PUSH-EXCEL programs for outstanding students (e.g., the Disneyland summer job program). But Schurz was not represented at the Reproductive Health Conference nor have Schurz students signed PUSH-EXCEL pledges. Teachers have not been involved in PUSH-EXCEL activities, although a black teacher asked to serve as the PUSH-EXCEL liaison from Schurz. He has been appointed to that position by the principal.

Kansas City PUSH-EXCEL

KANSAS CITY SITE DESCRIPTION

Kansas City, Missouri (population 500,000) has two high schools--Central and East--involved in PUSH-EXCEL program activities, with plans for expansion to other schools underway. The Superintendent of Schools' office and the Board of Education have, however, endorsed only the program at Central High. The focus of local PUSH-EXCEL has been to develop Central High as a PUSH-EXCEL "pilot" school. Up until now, East has been involved only informally through the initiatives of East faculty and the local PUSH-EXCEL Director.

Kansas City PUSH-EXCEL presently has one source of funding: the National PUSH-EXCEL office, which pays the salaries of staff, the cost of renting office space, and the cost of supplies and equipment. Starting in the fall, additional support will come from a grant that National PUSH-EXCEL recently received from the Department of Labor for a Career Explanation Demonstration Project (CEP). Its purpose is "combating the problem of structural unemployment among economically disadvantaged youth, and aid in their transition from school to the world of work." The 13-month, $500,000 grant (effective 1 September 1979) will be divided between Chicago and Kansas City. In Kansas City, both Central and East will be involved in CEP.

HISTORY OF THE SITE

Central High School Alumni Association

The PUSH-EXCEL program in Kansas City was started through the activities of the Central High School Alumni

Association (CAA). The CAA is a voluntary organization formed in the mid-1970s. It is composed of alumni interested in improving all conditions at the school. The history of the CAA requires a background of Central High.

Central, up until 1957, was an all-white high school. Prior to that time, all black students attended one high school--Lincoln. As a result of the 1954 *Brown vs. Board of Education* decision, desegregation of most Kansas city schools began.

Central's racial transition was swift. The enrollment shifted from totally white in 1956 to completely black in 1963. By 1963, the neighborhood that surrounds Central had become populated with "middle class" blacks (actually working class people with a sprinkling of some professionals). While this transition was accompanied by tremendous racial tension, the school managed to maintain its high quality of teachers, students, and administration.* Central had always been known for its excellence in athletics and academics.

In the early 1960s, Central was the first high school in Kansas City to win the state (Missouri) basketball championship. This title was recaptured several times over the next decade. Also, from 1963 to 1970, Central won the state track championship every year. In the 1960s, Central--competing with other area high schools--rarely lost in the local television scholastic competitions. In addition, there was a wealth of extracurricular activities, like a very active Chess Club, between 6 a.m. and 8 p.m every school day.

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*According to interviews with Central alumni.

Problems symptomatic of Central's decline, both academically and athletically, were noted by individual alumni during visits to the school in the early 1970s. Concern mounted over repeated losses in athletic competitions. Subsequent visits to the school by alumni uncovered an array of disappointing conditions:

- lack of motivation among students and teachers;
- fighting and vandalism;
- prevalence of drugs (specifically, marijuana);
- lack of extracurricular activities sponsored by the school; and
- little parental involvement.

One alumnus, Mr. Kamau King, called this dilemma to the attention of other alumni. A decision was made to form the Central High Athletic Alumni Association. Later (in 1975-76), the name was changed to the Central Alumni Association, so that the focus could also be directed to academics, buildings, grounds, and so forth. According to Mr. King, "a battle was required on all fronts." After formation, the CAA immediately began to raise funds through car washes, dances, donations, and the like, for team transportation to track meets and for the purchase of equipment.

The CAA was incorporated in 1976, with Mr. Kamau King as President, a position that he still holds. The CAA spent the 1976-77 school year devising programs to address the problems recognized at the school, and divided themselves into several task forces to investigate more closely the status and opportunities. The task forces concerned themselves with:

1. *Academics*. The members of this task force decentralized their investigation by dividing themselves by academic area to (a) determine what courses were being offered at Central; (b) determine

the minimal standards needed by Central students for college entrance; (c) compare the two; and (d) determine the need for more and improved courses. The data were accumulated, a suggested budget developed, and a presentation made to the Superintendent of Schools and Central's principal. Most of the recommendations have not been put into effect--primarily due to cost. One of the task force's suggestions was the institution of an after-school study period with monitors to help students with the completion of homework assignments.

2. *Athletics.* This predominant task force investigated the athletic courses offered, the levels of participation in course work of students on athletic teams, the equipment inventory, and the state of the physical plant. The task force found that there were no athletics for girls, no baseball team, no soccer team, and that none of the existing teams had equipment. These deficiencies were presented to the principal and coaches. The CAA managed to scout, buy, and receive donations of equipment for the teams from various sources. An alumnus volunteered to serve as assistant coach for the basketball team, starting in 1976-77. With his help, the team won the city championship the following school year, 1977-78. (Improvements to the physical plant were discussed under Buildings and Grounds.)

3. *Parents.* This task force examined the extent of parental involvement and determined that no organization existed in which parents could formally participate. While Mr. King did not remember the existence of a Central PTA in the past, there was a Booster Club composed of parents, as well as a great deal of unsolicited parent involvement during his school years at Central in the early 1960s. The findings of this task force were presented to the entire CAA membership and to school officials. The alumni made a decision to assist in organizing the parents. Basically, the CAA worked with the existing Booster Club and was able to interest the parents in meeting together again on a consistent basis.

4. *Nutrition.* CAA members professionally trained or interested in areas related to nutrition--doctors and nutritionists--worked on this subcommittee.

The task force documented findings on the content and preparation of food at the school, and examined the soundness of the student diet. This documentation was sent to a California nutrition laboratory, which reported that the diet was poor. (This information was recently received, representing the last of the task force findings to be received by the CAA. Other findings were presented prior to the introduction of PUSH-EXCEL to Kansas City.)

5. *Buildings and Grounds.* The buildings and grounds task force examined the condition of the school's physical plant and suggested improvements to the CAA and to the school. A proposed budget for improvements was presented. Suggestions by the task force included sandblasting the entire building, new windows, and interior painting.

   The CAA sought and received a $75,000 grant from the School Board. With this money, a new outdoor track was put in place, trees were planted, and concrete planters were added. The Association was successful in obtaining the Superintendent's consent for an unscheduled interior painting of the school, to cure what alumni thought was a "dreary" school environment. The School Board matched $300 raised by CAA with $1,500 worth of paint. CAA members worked with 50 youth hired in the summer through the Job Opportunities for Youth (JOY) program, sponsored by a community-based organization known as SAC 20. Artistic alumni designed murals and helped the youth paint them on interior walls. In addition, a major clean-up job was completed in the school, and macrame plant holders were made for every classroom.

6. *Activities.* This task force concerned itself with curricular and extracurricular activities for students. Its findings were that few activities of any sort were available, and that student motivation was extremely low. It was recommended that an organization be formed to instill pride and motivation in the student body, based on the history of accomplishments at Central. Therefore, at the instigation of Bernard Powell, President of SAC 20, the "Pride Association" was formed. Pride rallies were held every Friday morning. Speakers were brought in (primarily alumni who had become successful in their professions) to talk to the students, and act as role models. Student news and upcoming schedules were presented at the Pride Rallies and discussions were held regarding proper behavior at school.

In addition, an "in-school suspension" program was instituted to keep suspended students in a well-disciplined school environment on Central grounds, rather than sending them to their homes. This program still exists at Central and is staffed by CETA employees through the CAA.

The Association now has five standing committees:

1. Buildings and Grounds
2. Activities
3. Fund Raising
4. Athletics
5. Curriculum

The CAA's philosophy is "to take care of Central themselves, rather than to wait for the School District or anyone else to act." Plans are to:

- continue to focus on the original long-range plans suggested by the task forces; and
- concentrate on internal CAA administrative efforts, such as continued staffing and monetary support.

Introduction of PUSH-EXCEL

In the school year 1976-77, CAA member Chee Chee Williams reported to the Association on Operation PUSH's new thrust in education, EXCEL. Williams presented a ten-point EXCEL concept to the CAA. Subsequently, there was a decision to invite Rev. Jackson to Kansas City. According to King, the CAA was more interested in the motivation and exposure that Rev. Jackson could give to their activities at Central than the program activities that EXCEL might introduce.

Rev. Jackson's visit in 1976 was in part attributed to the influence of Dr. Robert Wheeler, hired as Superintendent of Schools for the Kansas City School District about a year

earlier. Wheeler, who was educated at Lincoln High School in Kansas City, returned to the public school system as a teacher and later (in the 1960s) was vice principal at Central High. In the late 1960s or early 1970s, he was appointed assistant Commissioner of Education at the U.S. Department of Health, Education and Welfare (HEW) in Washington, D.C. From this post at HEW, Wheeler developed a professional relationship with Rev. Jackson, who had sought HEW funding for the EXCEL program.

Rev. Jackson's visit included an inspirational speech at Southeast High and discussions with the Central High administration, the CAA and the Superintendent. Following the visit, the CAA actively solicited the Superintendent's Office and Board of Education endorsement to make Central the "pilot school" in Kansas City for the implementation of PUSH-EXCEL. They were successful in this endeavor.

Once agreement was reached between the Superintendent's office, the CAA, Central High's administration, and PUSH-EXCEL, a director was sought. At that time, PUSH-EXCEL only had money to support the salary of an EXCEL director; additional funds were being sought from NIE and HEW at the time. Dr. Wil MacCarther, a 1963 graduate of Central, was recommended by Wheeler for the position of director. MacCarther, an educator, was a vice principal at another high school at the time of the recommendation. Rev. Jackson returned to Kansas City to discuss further the implementation of EXCEL at Central. A consensus was reached by Rev. Jackson, Kamau King (CAA President), Bernard Powell (the late CAA Director), and Daniel Britton (Principal of Central High) that MacCarther should be the director, and that the Association and PUSH-EXCEL should join agendas in working at Central.

Just before the school year began in 1977-78, King, Powell, Britton, and MacCarther worked together to determine the involvement of PUSH-EXCEL at the school. It was decided that EXCEL would focus on: (1) the Pride Association; (2) the Parents' Group; and (3) organizing the teachers.

On loan from the school board, MacCarther began work for EXCEL at the start of the school year 1977. Central provided office space within the school. PUSH-EXCEL paid the salary of the director but did not provide supplies, equipment, or other staff. Meanwhile, the Association had been negotiating with the city for five CETA positions for their efforts. Once received, the CAA then allocated three of these people to work with MacCarther. They were: a home school coordinator, an administrative assistant, and an attendance clerk. They also donated supplies, equipment, and (according to King) expertise in social organizing.

During the 1977-78 school year, MacCarther worked with the Pride Association, the parent group, and the teachers. The Concerned Parents and Patrons organization was formally organized, and they assisted MacCarther in obtaining signed parent and student pledges and in encouraging all parents to pick up grade cards.

The EXCEL director also organized the Athletes for Excellence group (made up of students excelling in athletics as well as in academic study), and teachers to work on activities in conjunction with the CAA and EXCEL. At the end of the school year (1978), the two organizations sponsored an awards banquet for students, parents, and teachers.

Summer activities included a six-week enrichment program involving 40 students at Central and the Seventh Annual National PUSH Convention which was held in the city in July.

Due to mounting friction between MacCarther and National PUSH-EXCEL officials, MacCarther resigned as the first Kansas City director in August and returned to the Kansas City school system as a vice principal. This resulted in an administrative gap at a crucial point in the project--the time to resume project activities full force after the summer vacation. The friction that resulted in the change had been mounting for some time and, therefore, had negatively affected local constituencies such as the CAA and the Superintendent's office.

In September, 1978, Tony Johnson, the Home/School/ liaison, was selected by National PUSH-EXCEL as the Acting Director. A permanent director was to be selected by 1 January 1979.

Johnson drafted the second-year PUSH-EXCEL proposal for Kansas City (specifically, Central High) in November and presented it to Central officials; CAA representatives, local Operation PUSH chapter members and the National PUSH-EXCEL office.

The major thrust of the 1978-79 plan followed the national theme for the school year--parenting--while also focusing on innovative activities which were modeled in Kansas City.

- To initiate a parent drive designed to involve 10,000 parents in the Kansas City area;
- To expand the program to Kansas City, Kansas;
- To establish a speaker's bureau for role models;
- To broaden the membership and scope of the Atheletes for Excellence Club;

- To continue and expand the tutors program established in the first year; and
- To increase cooperative ventures with the Central Alumni.

In line with the national parenting emphasis, Johnson organized citywide Parent Conference Day in mid-November. Hundreds of parent pledges were signed at various high schools throughout the city.

In early December, after receiving little support as city director in the implementation of the second-year proposal for continuation at Central High, Johnson sent letters to the Superintendent's office, the local PUSH Chapter, Central's principal, and National PUSH-EXCEL calling for a cooperative effort. On 13 December, Central's principal, Daniel Britton, met with Johnson and indicated his loyalty to the CAA. Britton stated that he would not provide full participation and cooperation to PUSH-EXCEL at Central without the backbone of the CAA. He suggested that Johnson set up a temporary method of operation at Central by working only with the critical attendance student cases. Thus, from 11 December 1978 to 6 February 1979, PUSH-EXCEL did not function at Central.

In mid-December, Johnson and his administrative assistant, under the directive of National PUSH-EXCEL, moved their offices from Central High to a location a short distance away. In limbo about pressing local concerns for continuing PUSH-EXCEL activities at Central, Johnson decided to maintain rapport with Britton but devised an alternative, citywide strategy that involved (1) expanding media coverage on PUSH-EXCEL, (2) holding parent pledge ceremonies at five local churches, (3) expanding to new schools such as Humbolt

Junior High, Central Junior High, East High, and Lincoln A Academy, (4) holding official opening ceremony of the new PUSH-EXCEL office in January, (5) developing Adopt-A-School posters and placing them in most of the 75 businesses contracted, and (6) arranging for a PUSH-EXCEL Freshman Motivation Banquet for Central Junior High graduates.

As a result of this alternative plan, a one-hour film documentary was developed and aired by a local television station during the winter months. Numerous radio public service announcements on the merits of PUSH-EXCEL were broadcast. In January, Johnson received letters from East High School's principal and Lincoln Academy's headmaster indicating their interest in officially becoming PUSH-EXCEL schools. Also, Hallmark Cards designed the Adopt-A-School poster for the Businessmen for Excellence group, which PUSH-EXCEL helped to organized.

The official date of resumption of service to Central was 6 February 1979. The CAA sent a letter to Johnson suggesting what PUSH-EXCEL's involvement should be. Foci recommended were: continuing to work with the Concerned Parents and Patrons, the Athletic for Excellence Club, the Pride Association, and the critical attendance cases.

Johnson began work again at Central following the CAA's general guidelines.

In addition, plans were underway for the second Summer Enrichment Program for Central students, and for a new one for 40 East High students. Also, Johnson began attending Saturday morning Operation PUSH radio broadcasts to report on PUSH-EXCEL activities. One hundred volunteer applications

were mailed to Kansas City citizens in an effort to set up a PUSH-EXCEL volunteer task force. Parent pledge ceremonies at four churches bring in 1,600 parent pledges.

In May, an Academic Olympics competition was held at the University of Missouri at Kansas City with 61 students competing for scholarships and awards. This activity was sponsored through the Central High Athletes for Excellence Club.

In June, PUSH-EXCEL sponsored a citywide Reproductive Health and Careers Conference organized by PUSH-EXCEL, UMKC and a variety of social service and community organizations throughout the city.

In summer 1979, Summer Enrichment programs began at Central and East High Schools. Discussions began with Superintendent's office regarding formal endorsement of PUSH-EXCEL expansion to schools beyond Central High. Permanency of "Acting" Director was still pending.

Kansas City Framework

The Kansas City School District includes about 40 percent of the schools in the city. Approximately 13 suburban school districts overlap into Kansas City. According to Charles Hazley, a city councilman, a desegregation lawsuit was filed by the Kansas City School District in an effort to obtain two-way busing of students between the Kansas City School District and the surrounding Missouri school districts. The objective of the lawsuit was to desegregate and ultimately to consolidate all of Kansas City's schools districts into one.

Blacks make up at least 70 percent of the Kansas City School District, which includes nine high schools plus a number of junior high and elementary schools. The high schools are Lincoln Academy, Paseo, Southeast, Central, Southwest, Van Horne, Westbrook, East, and West.

There are nine school board members, six of whom were elected by district and three of whom held at-large seats. Dr. Ed Scaggs is President of the Board, Joyce Stark is Vice President. Other members include Sam Carpenter, Fletcher Daniels, Mary Roberson, and James Bonnadona. Other key persons from the Superintendent's office who have interacted with PUSH-EXCEL staff are Mary Meehan, Director of Testing and Evaluation, and Gerald Moeller, Assistant Superintendent.

PUSH-EXCEL Staff

The current PUSH-EXCEL staff consists of only two persons:

- Tony Johnson, project director (formerly the home/school liaison)
- Millicent Irving, administrative assistant (also held this position under MacCarther, the former project director)

Figure 3 shows the organization of the site.

The staff has been operating out of a small office building since January 1979. They had formerly worked out of the counselor's office at Central, but a decision was made in late 1978 to move from the school.

RATIONALE

The current objective of Kansas City PUSH-EXCEL is to continue to develop the program at Central High as the pilot

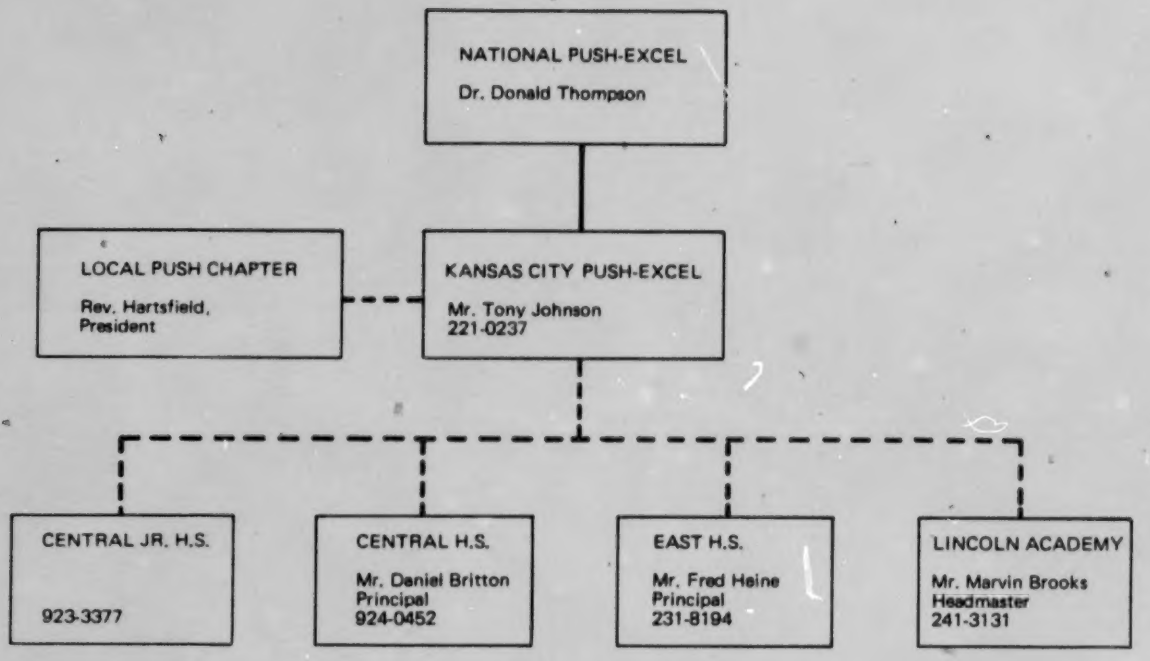

Figure 3. Kansas City PUSH-EXCEL Organization Chart

school. The long-term goals for the program are to test the application of PUSH-EXCEL by expanding the program to include very diversified student settings. The following are specific expansion plans:

1. Central High will continue as the "flagship station" or model for the city's program.

2. Expansion will be attempted at Central Junior High, to test the feasibility of the "feeder" school concept.

3. East High School, which currently has a summer program co-sponsored by PUSH-EXCEL, will begin to incorporate many of the activities to keep pace with Central over the next school year, with a focus on reducing racial polarization, one of the school's major problems.

4. Lincoln Academy, a recently formed magnet school, is planned for incorporation in the PUSH-EXCEL network because of its unique setup. The headmaster has expressed repeated interest.

5. Wyandotte High School in Kansas City, Kansas, has also expressed interest in PUSH-EXCEL. Wyandotte will pose a different test for the program because its geography takes in another political setting.

6. The Humbolt School is a special alternative institution for suspended students from other high schools with behavioral problems. Expansion possibilities will be examined over the coming year.

7. The Hilltop School for Girls, a juvenile court-referral school, is also a target.

Another goal the Kansas City staff set is to gain the confidence of the Kansas City, Missouri School Board and the Superintendent in order to facilitate more prompt responses to program issues and activities. Ideally, the PUSH-EXCEL Director wants schools to hire currently unemployed substitute teachers to work as PUSH-EXCEL liaisons to the schools. Many of the teachers cannot find work, and they can identify well with the school system while working for PUSH-EXCEL.

IMPLEMENTATION

The activities that were citywide in 1978-79 are shown in Table 15.

EVALUATION

In March 1978, the Ford Foundation commissioned an evaluation of the PUSH-EXCEL program by James P. Comer of the Department of Psychiatry at Yale University. In Kansas City, Central High was included in the evaluation, which involved testing the attitudes of a sample of students (freshmen through seniors) and teachers regarding the school environment, teaching, and learning. Testing was done in the spring of 1978 and 1979, and is expected to be done in the spring of 1980. Results and recommendations have not yet been released.

Table 15.
SITE LEVEL PUSH-EXCEL ACTIVITIES: KANSAS CITY

Activity	Objective	No. of Schools Participating 1978-79	Comments
The Parent Conference Day	To promote the parenting concept city-wide	1,100 parents	PUSH-EXCEL had booths in six schools. Booths were staffed with its workers, alumni, parents, and volunteers. Pledges were obtained from 500 Central High school parents. Collectively, 400 pledges were received from parents of the five other schools.
Reproductive Health & Careers Conference	To bring critical issues regarding teenage pregnancy and reproductive health to the attention of students, parents, and the general community.	1,200 students 800 parents 55 ministers 200 health facilitators 75 parents & citizen volunteers	Rev. Jackson spoke at this activity. Twenty-seven classrooms were used for workshops of 20 youths each. Cafeteria was utilized for briefing sessions and food service, while the auditorium was the stage for parent/teen psycho drama sessions.
Media coverage	To expand and expose PUSH-EXCEL to more schools in the city	No data	This activity was designed to explain the PUSH-EXCEL program to the general public. There were radio, television, and public-speaking appearances conducted by the acting director.
Pastors' Student and Parent Pledge Campaigns	To promote the parenting concept city-wide	The congregations of six churches	Six pastors and their churches staged student and parent pledge campaigns for EXCEL at Sunday morning services from January through March 1979. The PUSH-EXCEL director attended two churches per month during that period and addressed congregations, appealing for pledges & support for the PUSH-EXCEL concept.

Kansas City
Component Descriptions

94
136

CENTRAL HIGH SCHOOL

Central High School is located in the heart of Kansas City's black community, which runs roughly from Van Brunt on the east, Main on the west, 75th on the south, and the river on the north. The principal is Mr. Daniel Britton.

The school's enrollment is all black; and in 1977-78 it numbered 1,142 and in 1978-89, 1,140. The student grade distribution in 1977-78 consisted of 300 freshmen, 325 sophomores, 275 juniors, and 242 seniors. In 1978-79, the distribution was approximately the same. Central's faculty is 55 percent black and 45 percent white.

Built in 1867, Central is one of the oldest high schools in Kansas City. It was formerly all white with good academic student ratings and many athletic championships. It then began to change its racial composition, but maintained its excellent rating in academics and sports. Many of the prominent black figures in the city are Central graduates. However, in the more recent past (the late 1960s and early 1970s), lower-income black families moved into Central's service district; the school not only became all black but also gradually lost its reputation as one of the better high schools academically. (It maintained its athletic reputation.) Social problems in the school became overwhelming.

In the mid-1970s, Central began to lose consistently for the first time in athletics. Rev. Jackson visited Kansas City at that time at the invitation of the Alumni Association (see Site Description for Kansas City), and the first interest in applying the PUSH-EXCEL concept in the school started to manifest itself in the city. The strong Central Alumni Association took the lead in working out the adoption of the program with the PUSH-EXCEL national office.

Special programs that are now (1978-79) being carried out in the school, in addition to PUSH-EXCEL, include:

- Critical Attendance Program;
- Central Alumni Pride Program;
- two career awareness programs via the YMCA and the Board of Education; and
- In-School Suspension Project

Desegregation (busing) over the past three years appears to have resulted in a change in the socioeconomic status and high academic achievement of the students in the last two years, according to the Project Director. Approximately 1,000 students are bused out of the Central High District, and an unknown number are bused in. Classroom sizes are lower, as well.

The PUSH-EXCEL program formally commenced at Central in 1977-78 with Wil MacCarther as director (see Site Description), and Millicent Irving as administrative assistant. Tony Johnson was the home/school liaison, and Freda Anderson was the data attendance clerk. Personnel worked out of an office at Central High School.

Central was the pilot school for PUSH-EXCEL in Kansas City. It was the only school that the Superintendent of Schools endorsed for inclusion in the program. This endorsement was primarily due to the Central Alumni Association, which had been actively involved in motivational and inspirational projects at Central in the mid-1970s. The Central Alumni Association invited PUSH-EXCEL to Kansas City.

In the beginning of the 1978-79 school year, MacCarther left the project. Tony Johnson assumed MacCarther's responsibilities and is now director. The transition led to an abrupt halt of PUSH-EXCEL activities in the winter 1978-79, but PUSH-EXCEL resumed its program in February 1979. At the same time, Principal Daniel Britton suggested the following goals for PUSH-EXCEL for the remainder of the school year:

1. The PUSH-EXCEL program is to help the school in reestablishing the Concerned Parents and Patrons group.
2. PUSH-EXCEL will aid in helping Mrs. Emma Stewart form the Pride Association.
3. PUSH-EXCEL will organize the Athletes for Excellence club.
4. PUSH-EXCEL is to work with critical attendance problems.

In addition to these areas, PUSH-EXCEL has devoted much time to the collection of parent and teacher pledges, which comprise the basic core of the Central program.

Evidence of PUSH-EXCEL was seen in showcase materials (tee-shirts and bumper stickers for sale) and on posters in the counseling offices. However, some work of PUSH-EXCEL activity components is not readily apparent because the PUSH-EXCEL name is not displayed.

For instance, there are "Central High, We're No. 1" bumper stickers, promoted through the PUSH-EXCEL sponsored parents organization, on display in the school.

See Table 16 for a listing of the school's activities.

Table 16.
PUSH-EXCEL ACTIVITIES: CENTRAL HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
Parent pledges	To promote parental involvement in school and increase parental responsibility for student achievement	Approximately 500 parents	An annual activity which began in 1977-78. Parents signed pledges on Parent Conference Day: November 17, 1979.
Concerned Parents and Patrons (CPP)	To involve parents of Central students in a variety of activities including parent pledge campaigns, grade card pick-up campaigns, and supporting PUSH-EXCEL student and community activities	Goal: 300 Actual: 100 active	Group formed by PUSH-EXCEL Director in 1977-1978. The CPP meets monthly and has sponsored activities for students such as band performances, Central Drama Club productions and prominent speakers.
Teachers for Excellence	To promote teacher involvement in the creation of a better learning environment at Central	22 teachers	Actually started in 1977-78. Eight additional teachers joined when the Academic Olympics were being planned. Teachers submitted Academic Olympic study materials, helped develop tests and assisted in monitoring and rating the testing.
Academic Olympics	To promote interest in academics through scholastic competitions	61 students	The first annual competition was held in May 1979. The activity was sponsored by PUSH-EXCEL by the Athletes for Excellence. In-kind donations came from the Parents group, Teachers for Excellence, the four higher education institutions that awarded scholarships, and many volunteers.

Activities	Objectives	No. of Participants 1978-79	Comments
Academic Olympics Student Evaluation	To survey the 61 student participants in order to plan for next year's Academic Olympics	Survey form completed by 61 students involved in competition	The survey form was developed by the Superintendent of Schools' Office.
Athletes for Excellence	To set an example for other Central students for excellence not only in athletics, but also in their academic endeavors	Approximately 10 students	Formed in 1977-78, this student group monitored lunch-room clean-ups, helped sponsor the Olympics, and assisted PUSH-EXCEL in other activities.
Student pledges	To inspire students to improve their opportunity, atmosphere, motivation, and responsibility through signing moral contract	Approximately 400 students	An annual activity started in 1977-78.
Grade Card Pick-Up	To increase the personal receipt of grade cards by parents and further motivate their interest in the academic performance of their children	350-475 grade cards picked up per semester	An annual activity begun in 1978-79.
Pride Association	To instill pride and motivation in Central students, faculty, and administration	No data	The Pride Association was formed by the Central High Alumni Association in 1976-77.

Table 16 (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
Businessmen for Excellence	To bring the Kansas City business community and Central High School closer together	Approximately 35 active; 75 were contacted by PUSH-EXCEL	This group was formed in 1978-79. They displayed posters in their businesses and began plans for an "Adopt-A-School" project at Central.
Voter Registration	To register all eligible Central students	Registered 375 Central students who were eligible, including 220 in the 1979 graduating class	An annual event. A representative of the K.C. Board of Elections was present at graduation.
Motivational speech by Rev. Jackson at Central graduation	To motivate graduates to continue to aspire	220 graduates	Graduation was June 7, 1979.
Critical Attendance	To decrease the number of students with poor attendance	105 critical attendance cases	A survey at the end of the year by the school and PUSH-EXCEL indicated that 35% of the cases were substantially, improved during the school year. Overall student attendance increased by 20% according to the same survey. In addition, violence and vandalism dropped 100%. Teachers now leave formerly locked classrooms unlocked without disturbances from students walking in the hallways.

Table 16 (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
Summer Academic Skills Enrichment and Career Awareness Program	To provide youth with job experiences; to stimulate reading interest; to promote leadership abilities; to expose students to city systems and government, rural life, and cultural experiences	40 students each summer	This activity took place in summer 1978, and is beginning for summer 1979.
Central Drama Club Sponsorship	To help promote drama performances		PUSH-EXCEL helped to facilitate a dinner playhouse and a play at a Concerned Parents and patrons meeting in spring 1979.
Summer Pledges	To inspire family activities during the summer that may lead to increased motivation of students to perform well in school in the following school year	Not known yet	A new activity--developed in spring 1979 by PUSH-EXCEL director.

EAST HIGH SCHOOL

East High School was the second Kansas City school to become involved in PUSH-EXCEL activities. East is one of the older high schools in the city and is located at 1924 Van Brunt. The current principal is Mr. Fred Heine.

In school year 1978-79, the student enrollment numbered 1,400. Approximately, 58 percent were black, 35 percent white, and 7 percent Hispanic. About 55 to 60 percent of the student body were female. The distribution of students by grade level decreases proportionately from the freshman to senior levels. Approximately 200 seniors graduated in 1979.

Race relations are a problem at East. The school's enrollment boundaries cover a geographic area composed of working class ("blue collar") black and white families. According to school officials, the low socioeconomic level of the two populations seems to have exacerbated the racial situations, leading to relatively poor relationships among students and a general lack of parental support for school activities. Attendance and behavior are associated with student problems. A recent study, completed in May 1979, showed during the 1978-79 school year, there were 1,340 suspensions that involved about 44 percent of the student body. Only 12.7 percent of the student body, however, were responsible for 59.2 percent of all suspension cases.

Parents and students put great emphasis on students' looking for employment early, not on furthering their educations. Many students have gotten jobs in their community without their high school diplomas.

The administration and faculty of East heard about PUSH-EXCEL in 1976 when Rev. Jackson first came to Kansas City to discuss the program with Central High's administrators and alumni. A group of East students attended the initial EXCEL rally at South East High and were involved in planning the formal introduction of PUSH-EXCEL in the city following the convocation. The Superintendent of Schools' office, however, endorsed only Central High as a PUSH-EXCEL school. Nevertheless, individual students and teachers at East initiated activities similar in objectives to PUSH-EXCEL's.

While East has still not been designated as an official PUSH-EXCEL school by the school board, the present Kansas City PUSH-EXCEL director has maintained contact with interested administration and faculty. As a result of the PUSH-EXCEL student and parent pledges, there will be a summer enrichment program for 40 students. The program will be facilitated by PUSH-EXCEL, the Metropolitan Inter-Church Agency (MICA), and the East High School administration. It is planned that the 40 students involved in this activity will form the nucleus of a PUSH-EXCEL student club at East in the fall semester 1979. Also in the fall, East will begin participating (along with Central High) in the Career Exploration Demonstration Project, funded by the U.S. Department of Labor.

There is no official liaison for PUSH-EXCEL activities at this time. Tony Johnson, the Kansas City Director, has been maintaining the lead contact role from the PUSH-EXCEL office. Mr. Tony King, East's Assistant Principal, has been acting as a liaison person from East thus far.

Formal parental and community participation at East is accomplished in a concerted manner through the East Central Board (ECB). Ms. Donna Ford is the current ECB president. More than 100 parents are active. The East Central Board includes representatives from the East PTA, the East Booster Club, a minister's alliance, and community-based organizations and feeder schools located in East's enrollment area. The feeder school network includes one middle school, one seventh grade center, and three elementary schools.

The long-range goals of East for becoming involved in the PUSH-EXCEL program are to expand inspirational activities and to develop more positive attitudes among students in behavior, race relations, attendance, and achievement.

See Table 17 for a listing of the school's activities.

Table 17.
PUSH-EXCEL ACTIVITIES: EAST HIGH SCHOOL

Activities	Participants	No. of Participants 1978-79	Comments
Initial PUSH-EXCEL/ Kansas City Convocation in 1976 at South East High High School	To inspire excellence through motivational speech by Rev. Jackson	N/A	
PUSH-EXCEL Pride Association Friday at Central High in 1977	To instill pride in Central High students	N/A	Several East students attended through the encouragement and interest of an East teacher in the PUSH-EXCEL program.
Central High's Olympics, May 1979	To promote interest in academics through scholastic competitions		35 students were prepared to go and observe. However, decision was made by PUSH-EXCEL staff to limit the competition and observation to Central students for this first year.
Parent Pledges	To promote parental involvement in school activities and increase parental responsibility for student motivation behavior	25-30	Collected on Parent Conference Day, 17 November 1979.

LINCOLN ACADEMY

(a proposed PUSH-EXCEL Expansion School)

In 1978, the Lincoln Academy for Accelerated Study was converted to a magnet school from a traditional comprehensive high school. The Headmaster (principal) is Mr. Marvin Brooks.

Historically, Lincoln had always been an all-black school--even prior to the 1954 Brown vs. Board of Education decision. Its conversion in 1978 was a result of an HEW mandate to desegregate the enrollment and maintain at least a 15 percent white minority. In the transformation, local interests worked to sustain a majority percentage (80 percent) of students from the original resident population, while recruiting black and white academically talented students from the entire school district. The "resident enrollment" (even after conversion) continues to be characterized by low achievement levels, low self-esteem, and a poor attendance record.

In 1978-79, approximately 1,600 students attended the school; about 82 percent were minority and 18 percent were white. The headmaster had expected a 20 percent white enrollment. By gender, 50 percent were male, and 50 percent were female. Unlike most high schools in Kansas City, Lincoln includes grades seven through twelve. While the ruling from HEW only referred to the high school, a local decision was made to incorporate Lincoln Junior High, which shares adjacent grounds with Lincoln Academy. Lincoln Junior High, like Lincoln Academy, had always had an all-black student body.

Built in 1937, Lincoln is one of the older high schools in the city. Physical improvements made at the time of the conversion have updated the physical plant. Lincoln now has

a variety of innovative programs such as student internships; college-level courses; and off-site training in group dynamics, martial arts, scuba diving, and modern dance.

The headmaster feels that the Lincoln programmatic guidelines are loaded with curricular and extracurricular activities similar in objective to the PUSH-EXCEL program. Lincoln is not presently a PUSH-EXCEL school. However, the PUSH-EXCEL staff has played a role in the conversion and development of a new program at Lincoln:

- The first PUSH-EXCEL director, Wil MacCarther, worked with Lincoln Academy in 1977-78 in the transformation of the school. PUSH-EXCEL was proposed as an element in the new curriculum thrusts, along with all the other innovative adjustments.
- After MacCarther left the PUSH-EXCEL program, Tony Johnson, the present PUSH-EXCEL director, contacted Brooks about his interest in PUSH-EXCEL.
- Subsequently, Brooks helped PUSH-EXCEL by delivering one of a series of radio broadcasts designed by Johnson to involve more parents, students, and community representatives in the PUSH-EXCEL effort.
- During Black History Week, Johnson spoke to the student body at Lincoln.
- Johnson assisted Brooks with recruiting students residing outside of the service district of Lincoln for enrollment.
- Johnson spoke at the Parent Conference Day (attended by parents only), in November 1978. Johnson solicited parent pledges for PUSH-EXCEL and received 150-200 in response.
- Johnson also spoke at a Career Day, sponsored by the Urban League, where Superintendent Wheeler was in attendance.

In summary, Headmaster Brooks is, and has been, very interested in the infusion of PUSH-EXCEL activities into Lincoln's new program.

Los Angeles PUSH-EXCEL

LOS ANGELES SITE DESCRIPTION

The Los Angeles PUSH-EXCEL program, unlike the other site programs, has had the sanction and support of its school district administration. The program also differs from the others in having two staff persons--a teacher-advisor and a community liaison--who work daily on implementing PUSH-EXCEL activities at each participating school.

Presently, there are nine schools participating in the Los Angeles Unified School District (LAUSD) PUSH-EXCEL program. Although these schools have identified a broad range of objectives and activities, a prominent goal of the Los Angeles PUSH-EXCEL program is simply getting the student into the classroom. Most of the schools have activities focused on the reduction of tardiness and absenteeism. These activities are to be instrumental in getting the student into the classroom so that the formal learning process can begin.

The PUSH-EXCEL staff is located in an office building in a middle-income community. This office also accommodates the staff of the Los Angeles Operation PUSH. The presence and visibility of PUSH-EXCEL is evidenced by the numerous newspaper clippings on the walls of Los Angeles' PUSH-EXCEL Headquarters.

LAUSD funded the program in 1977-78 for approximately $400,000. However, in 1978-79, the budget was reduced as a result of Proposition 13 to $279,000.

HISTORY OF THE SITE

In 1976-77, Rev. Jesse Jackson launched a pilot program at four Los Angeles high schools: Grant, Crenshaw, Washington,

and Jordan. Rev. Jackson visited these schools and made presentations. In August 1977, he spoke at the Greek Theater in Los Angeles to members of the school board and city officials. This program led to negotiations between Rev. Jackson and the LAUSD school board about the possibility of funding a PUSH-EXCEL program in Los Angeles.

Rev. Jackson also spoke with several local officials about the feasibility of implementing the PUSH-EXCEL program in LAUSD. The officials in turn urged the Superintendent of the School System to consider the PUSH For Excellence program. At the request of the Board of Education, Rev. Jackson presented them with a document that listed the seven components of the PUSH-EXCEL program: (1) home-school moral contract; (2) the PUSH For Excellence school environment; (3) adoption of EXCEL schools by business; (4) the building of an EXCEL support network; (5) high school graduation and voter registration; (6) motivation and support through school appearances of Rev. Jackson; and (7) the school principals' "Statement of Principals." After reviewing Rev. Jackson's presentations and the document describing the seven components of the PUSH-EXCEL program, the board voted to appropriate funds for the PUSH-EXCEL program for the 1977-78 school year.

Prior to approval of the program by the board, the Superintendent held meetings with the 12 Area Superintendents to determine whether any principals were interested in having the PUSH-EXCEL program at their schools. The Superintendent suggested that the principals canvass students, faculty, and parents to measure interest in the program. After this survey was completed, the principals reported their findings to the area superintendents, who then reported

to the Superintendent. The canvass discovered 12 high schools willing to participate in the program. Of the 12 schools, nine have a predominately black student populace, two are predominately white, and one predominately Chicano. Before the start of the program, however, one of the two predominantly white schools decided not to participate, and two other schools withdrew as a result of the Proposition 13 budget cut.

Once the interested schools had been identified and the Board of Education had appropriated the funding, LAUSD hired a district coordinator. PUSH-EXCEL then hired a director for the Los Angeles program. To administer the program, each school also developed its own action planning team (advisory council) consisting of students, teachers, parents, community members, and school administrators.

STRUCTURE OF THE PROJECT

Most of the nine schools now participating in the PUSH For Excellence program have either a PUSH-EXCEL council or their own advisory council composed of students, teachers, parents and community members. These councils determine the objectives and activities for their respective schools. To help implement the activities, each school also has a full-time community liaison and a certified teacher-advisor (serving part-time) to interact with the principal and staff of the school. One school has two teacher-advisors.

The programs in the schools are coordinated by PUSH-EXCEL project director, Alfred Moore. He has district-wide responsibility for the PUSH For Excellence program and for seeing that the program is consistent with the guidelines of National PUSH-EXCEL. He is further responsible for:

- implementing programs recommended by the national office and for creating and implementing local programs;
- staffing the district PUSH For Excellence office, submitting guidelines for auxiliary personnel, providing assistance to the on-site coordinator, and for overseeing the functions of all personnel;
- assisting in the development of PUSH For Excellence school site councils including coordinators, key community individuals, and organization representatives;
- keeping the community-at-large informed of PUSH For Excellence activities and progress, and reporting weekly to the National Director;
- assisting in the development of goals and objectives for the participating schools;
- staff development training for the teacher-advisor and community liaison;
- designing, implementing and maintaining a program management support system for the participating PUSH-EXCEL schools;
- contract compliance; and
- monitoring, evaluating and providing continuous feedback to the participating PUSH-EXCEL schools.

Moore's staff is composed of an administrative assistant, a secretary, and a clerk typist. Working with Moore is district coordinator Fred Ollie, of Los Angeles Unified School District. His duties consist of:

- consulting with high school principals regarding individual school PUSH For Excellence programs;
- assisting individual schools in developing time and task schedules for each school's PUSH For Excellence program;
- meetings with PUSH-EXCEL personnel;

- assisting in the planning and implementation of activities involving all PUSH-EXCEL schools;
- preparing periodic reports for the administrative consultant regarding the status of PUSH-EXCEL activities at the various schools; and
- circulating among the high schools information regarding PUSH-EXCEL activities of other schools.

The PUSH-EXCEL program also has a 22-member professional advisory council representing businesses, banks, the Lieutenant Governor's office, Operation PUSH and PUSH For Excellence. This council assists in the development of additional financial support, and in the setting of long-range goals and objectives. The council also provides requested management assistance and helps find summer jobs for 50 to 100 PUSH-EXCEL students.

The LAUSD administration includes a board of education, a superintendent, a deputy superintendent, two associate superintendents and 10 area superintendents. Howard Miller is the President of the Board of Education.

Figure 4 shows the organization of the key actors at the Los Angeles site.

RATIONALE

According to the agreement between Los Angeles and National PUSH-EXCEL, the following goals were specified:

- to develop an awareness in each student of the necessity for a commitment to excellence and ethics in pursuing educational opportunities;

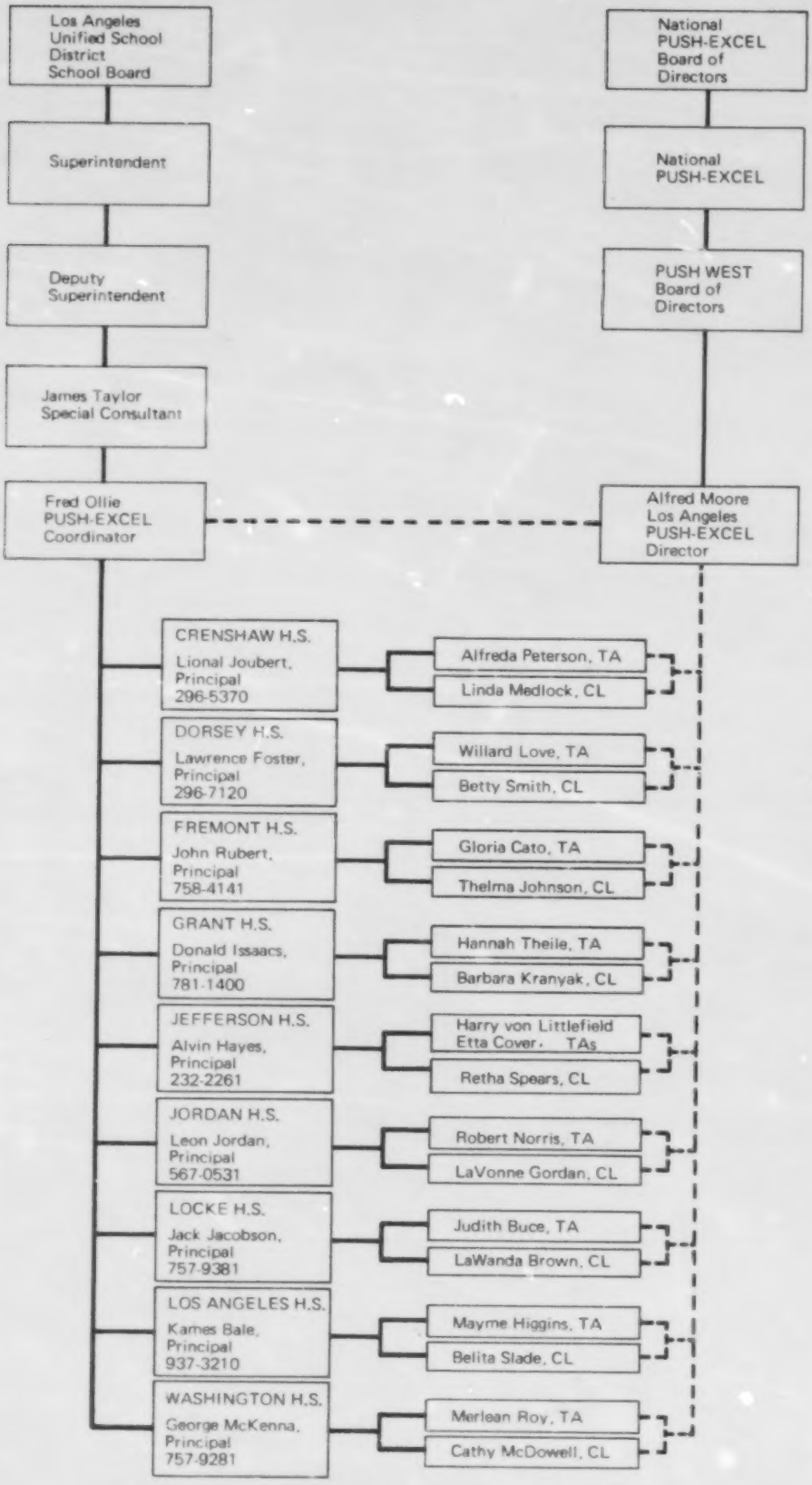

Figure 4. Los Angeles PUSH-EXCEL Organization Chart

- to develop an awareness in parents, teachers, administrators, other staff, and community members of their respective roles in stimulating a commitment to excellence among students in District schools;
- to improve student attendance;
- to reduce student tardiness;
- to increase and improve parent participation;
- to improve academic efficiency of students;
- to improve the visual appearance of the campus environment;
- to increase intercultural appreciation and awareness;
- to improve student-teacher communications and school-home communications;
- to provide voter registration for 18 year-old students;
- to improve the school and classroom climate for teaching and learning; and
- to provide parent, student, and teacher pledges.

IMPLEMENTATION

Table 18 shows site level activities that took place during the 1978-79 school year.

EVALUATION

In March 1978, the Ford Foundation commissioned an external evaluation of the PUSH-EXCEL program by James P. Comer of the Department of Psychiatry at Yale University. The three schools from the Los Angeles PUSH-EXCEL program included in the evaluation are Locke, Washington and Grant high schools. This study is to be completed by November 1979.

Table 18.
SITE LEVEL PUSH-EXCEL ACTIVITIES: LOS ANGELES

Activities	Objectives	No. of Schools Participating 1978-79	Comments
Teenage Health Conference	to create an awareness of the social and medical problems associated with teenage pregnancy. to provide information about the range of health sources presently available in Los Angeles City and County.	9 schools	This activity was scheduled for two days, but the second day was cancelled.
PUSH-EXCEL-A-Thon	to increase the visibility of the Los Angeles PUSH-EXCEL program. to provide an opportunity for students to participate in sports. to register 18-year olds to vote.	9 schools	50,000 people were expected to attend, approximately 12,000 people attended.

Table 18. (Cont.)

Activities	Objectives	No. of Schools Participating 1978-79	Comments
PUSH-EXCEL Advisory Council	to assist in the development of additional financial support. to provide 50 to 100 summer jobs for PUSH-EXCEL students. to assist in developing long-range goals and objectives. to provide requested management assistance.	22 council members	The council consists of representatives from businesses, banks, the Lt. Governor's Office, Operation PUSH, and PUSH for Excellence
Council on Violence and Vandalism	to provide teachers and administrators with crisis intervention techniques to prevent student violence and vandalism.	N/A	This activity was planned but was not implemented. It will address the need of the personal safety of the teachers and administrators.

Table 18. (Cont.)

Activities	Objectives	No. of Schools Participating 1978-79	Comments
Drug Abuse, Alcohol Abuse and Cigarette	to reduce the need for drugs, alcohol, and cigarettes. to teach the students to respect their bodies.	N/A	This activity was planned but was not implemented.
Voter Registration	to provide 18-year old students to vote.	2,200 students	The projected goal was the registration of 6,500 students. However, planning problems occurred and only 2,200 students were registered.
Job Referral Program	to teach students who are graduating how to find and hold a job. to teach them how to develop a resume. to give them the opportunity to participate in job interviews.	150 students	There is a high rate of unemployment among high school age youths. This program was designed to provide 150 youths with employment opportunities. It is operated by the Los Angeles PUSH-EXCEL Advisory Board.

Evaluations have also been undertaken internally by the LAUSD Research and Evaluation Branch under the direction of John Wright. For example, a three-phase internal evaluation is being conducted for the 1978-79 PUSH-EXCEL program. At the nine schools participating in the program throughout the spring semester, data have been collected from telephone interviews, questionnaires, site visits and from the student adjustment services branch and security section. The first two phases of the evaluation were aimed at discovering more about:

- the schedule followed in implementing the PUSH-EXCEL program in the different schools;
- the impression that principals, teacher-advisors, and community liaisons have of their functions;
- how well the program's objectives have been achieved.

A third phase of the evaluation will study how acts of violence and vandalism have been affected by the program.

Los Angeles
Component Descriptions

CRENSHAW HIGH SCHOOL

Crenshaw High School began as an experimental school on 28 January 1968. It is a very large and spacious complex. The contiguous area consists of well-maintained single family buildings. The school is located in a predominately black, lower-middle class community in Los Angeles. Of its 2,735 students, 99.3 percent are black, .3 percent Asian, .3 percent Hispanic, and .1 percent white. There are 130 teachers, with a racial breakdown of 50.8 percent white, 42.3 percent black, 3.1 percent Asian, 2.3 percent Hispanic, and 1.5 Native American. The principal is Dr. Lionel Joubert.

Although planning began in the fall of 1977, Crenshaw's PUSH-EXCEL program was not started until spring of 1978. Since its inception, there have been four different teacher-advisors. The assistant principal gives a variety of reasons for this high attrition rate. The first teacher-advisor left in order to assume a full-time position; the second quit because of dissatisfaction with the program's organization; the third received a promotion.

The school's PUSH-EXCEL program has benefited from community contributions. Funds donated by seven local businesses, for example, enabled Crenshaw to publish a student handbook. A local Presbyterian Church also hosted a PUSH-EXCEL program one Sunday. Media coverage of the program has also been very good.

The objectives of the PUSH-EXCEL program at Crenshaw High School are:

(1) 25 percent reduction in tardiness and loitering; and
(2) improved visual appearance of campus environment.

See Table 19 for a listing of the school's activities.

Table 19.
PUSH-EXCEL ACTIVITIES: CRENSHAW HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
Tardy sweeps	To improve attendance/reduce tardiness	All students	This activity operates the entire day. The students are "swept" into an intake room where they are processed. Some even receive counseling. If students are tardy three or more times the parents are called. If this behavior continues, they are suspended.
Developed posters with attendance policy	To improve attendance/ reduce tardiness	All students	These posters are placed throughout the school as reminders that antisocial behavior will not be tolerated.
Developed wooden passes	To improve attendance/ reduce tardiness	All students	These passes are given to students when teachers do not have time to write a pass.
Developed student handbook	To improve attendance/ reduce tardiness	All students	These handbooks were issued to all of the students at the beginning of the year to make them aware of what the school expected from them as students.
Painting the walls of the hall	To improve the visual appearance of the campus	All students	These activities were developed to produce a clean and decent environment for the students to learn in.
Anti-Litter Campaign	To improve the visual appearance of the campus		

Table 19. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
PUSH-EXCEL Club	To get students involved in constructive activities	30-50	The PUSH-EXCEL Club members are recruited from the tardy students that are caught in the tardy sweeps.
T-Shirt Sale	To raise money to take the PUSH-EXCEL Club to the J. Paul Getty Museum	30-50	
Internal Evaluation	To measure the decrease in tardiness	300 (11th and 12th grades)	This evaluation will determine if the tardy activities have produced a 25 percent reduction in the tardiness for the year.
	To measure the reduction in students reported as loiterers	(10th-12th grades)	
	To document the improved visual appearance of the campus environment		

DORSEY HIGH SCHOOL

Dorsey High School is a large, spacious complex located in a predominantly black, lower-middle class community. Of its 2,116 students, 92.1 percent are black, 5.8 percent Asian, 1.9 percent Hispanic, .2 percent white, and .1 percent Native American. The 117 teachers are 59 percent white, 37.6 percent black, 1.7 percent Asian, and 1.7 percent Hispanic. The principal of the school is Lawrence Foster.

During the fall semester of 1977-78, Dorsey High School joined the PUSH-EXCEL program. At that time, a PUSH-EXCEL council consisting of students, teachers, parents, community members, and school administrators was formed. Its purpose was to define PUSH-EXCEL's objectives and activities for the school.

The principal focus of Dorsey's program is reduction of tardiness. At Dorsey, the bell rings at 7:50 a.m., notifying students that they have ten minutes before class. At three minutes to eight, the doors close promptly, and all tardy students must go to Room M2. Once a student accumulates four tardies, he or she is referred to the school counselor. Six tardies result in a call to the student's parents, and any further tardiness results in suspension. According to the community liaison, this program has caused a reduction in late arrivals from 659 per day to an average of 137.

Local businesses have supported the undertaking by donating money, food, and record albums. The media has also been very receptive to the program.

The goals of the program as defined by the EXCEL council are:

(1) improved campus discipline and attendance, coupled with decreased loitering;
(2) more effective classroom instruction; and
(3) increased community and parental involvement in the school's programs and problems.

See Table 20 for a listing of the school's activities.

Table 20.
PUSH-EXCEL ACTIVITIES: DORSEY HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
Tardy sweeps	To reduce tardiness	All students	These activities have reduced the average number of daily tardies from 659 to 137. The students are "swept" into an intake room where they are processed. If they have been tardy three or more times their parents are called.
Faculty staff staff development	To improve teacher effectiveness in assisting students	All teachers	Program was developed to aid teachers in communicating and understanding their students.
PUSH-EXCEL Advisory Council	No data		
Tutorial program	To improve academic efficiency of students	No data	The program was unable to get anyone to tutor the students because of budgetary constraints.
Internal Evaluation	To measure the increase in school attendance	300 (11th & 12th grades)	The evaluation will determine if general attendance has increased by 10%, classroom attendance has increased by 15%, and tardiness decreased by 10% during the school year.
	To measure the increase in classroom attendance	No data	
	To measure the decrease in tardies	300 (11th & 12th grades)	

Table 20. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
	To measure the decrease in failure rate for those students identified as having a need for improved academic performance, particularly in reading	No data	This component of the evaluation will determine if the student failure rate declined by 5% during the year.

FREMONT HIGH SCHOOL

Fremont High School is a well-maintained older school that is located in a predominately black, lower-income section of Los Angeles. There are 2,539 students who attend the school, 98.6 of whom are black. The remainder of the student body is comprised of 1.1 percent Hispanic, .2 percent white, and .1 percent Asian. Under the direction of the principal, John Rubert, are 128 teachers. Of these, 47.7 percent are white, 19.2 percent black, 1.6 percent Native Americans, .8 percent Asian, and .8 percent Hispanic.

The PUSH-EXCEL program was instituted at Fremont High School in March 1977. The focus of Fremont's program is getting the students back into the classroom so that they may be exposed to the educational experience. Prior to the PUSH-EXCEL program, the school was plagued with excessive tardiness. This situation, according to the teacher-advisor, has drastically improved.

The PUSH-EXCEL program has received a variety of donations from local businesses. McDonald's issued gift certificates to students who registered and attended the first day of classes; Pizza Hut also offered certificates to reduce the cost of pizza. In addition, free merchandise was donated by a stationery and record store, as well as Avon.

The objectives of the PUSH-EXCEL program at Fremont High School are:

(1) improved student attendance and reduced tardiness; and
(2) improved parent participation.

See Table 21 for a listing of the school's activities.

Table 21.
PUSH-EXCEL ACTIVITIES: FREMONT HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
Tardy Blitz	To improve attendance and tardiness	All students	Absenteeism and tardiness have been drastically reduced from previous high levels.
Award assemblies	To improve attendance and reduce tardiness	All students	Students are recognized for improved attendance, decreased tardiness, academic achievement, and attitude change.
Parent workshops	To improve parent particpation	15-25 regular parents	The rationale for these activities is that without parental participation the school cannot function. These programs allow the parents to learn about what is going on in the school.
Parental staffing in attendance	To improve participation	2 parents	
EXCEL newsletters sent to parents	To improve participation	All parents	
Parental involvement in field trips	To improve participation	12-15 parents	
PUSH-EXCEL Advisory Council	To support and advise the PUSH-EXCEL program	22	The council is active and is very supportive of the PUSH-EXCEL program.
PUSH-EXCEL Club	To provide students with an opportunity to participate in constructive activities	25-30	

Table 21. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
Internal Evaluation	To measure the decrease in tardiness	300* (11th & 12th graders)	This component of the evaluation will determine if the tardy activities have produced a 20% reduction in tardiness for the year.
	To measure improved classroom attendance (and reduction in hall walking)	No data	This element of the evaluation will discern if there has been a 20% reduction in hall walking during the year.
	To measure parental attendance at student and school program activities	No data	This phase of the evaluation will ascertain if parental participation has increased by 15% during the year.
Parent Pledges	To get parents to make a commitment to the PUSH-EXCEL program	1,400	

GRANT HIGH SCHOOL

Grant High School is a spacious, well maintained complex. It is adjacent to a community college and surrounded by large, elaborate single-family dwellings. It is located in a predominantly white, upper-middle class community. During the 1978-79 school year, 3,525 students were enrolled with a racial breakdown of 74.1 percent white, 10.9 percent Hispanic, 8.5 percent black, 5.9 percent Asian, and .6 percent Native American. The racial breakdown of teachers is 78 percent white, 10 percent black, 6.7 percent Hispanic, 2.7 percent Native American, and 2.7 percent Asian.

The PUSH-EXCEL program was instituted at Grant in 1977. Grant has the distinction of being the only Los Angeles school with a predominately white student body engaged in the program.

When the program began at Grant, the school newspaper was very critical of PUSH-EXCEL. The paper questioned the program's relevance in a predominately white, affluent high school, since PUSH-EXCEL had been identified as a program specificially for the poor, black, inner-city student. As the program developed, the criticism subsided.

Because of the diverse racial and ethnic composition of Grant's student population, the focus of their program is the improvement of intercultural and racial appreciation.

The overall objectives of the PUSH-EXCEL program at Grant High School are:

(1) increased intercultural appreciation and awareness; and

(2) improved teacher-student communications and school-home communications.

See Table 22 for a listing of the school's activities.

Table 22.
PUSH-EXCEL ACTIVITIES: GRANT HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
Human relations camping trip	To increase intercultural appreciation	46	Students need to know more about other ethnic groups. EXCEL members get to function together and thus learn about one another.
Assemblies		All students	
Panel Discussions		All students	
Art Show		All students	
Lunch with T.V. personalities		400	
Student-teacher lunches	To improve teacher-student communications	No data	It gives the students and teachers an opportunity to communicate and establish different views of each other and 110 teachers have signed PUSH-EXCEL Pledges
PUSH-EXCEL Advisory Council	To provide support and advice to the PUSH-EXCEL program	22	
Sent letters about monthly meetings and special activities to parents	Improvement of parent involvement	All parents	These activities have helped to overcome apathy and get parents involved.
Sent EXCEL newsletters to the parents		All parents	

Table 22. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
Telephone Tree Contact	No data	No data	A cluster of parents with 5-10 names of other parents that call to remind them of meetings and to discuss school activities
Write articles for PUSH-EXCEL newsletter	To inform people of what PUSH-EXCEL is about and the activities that it engages in	No data	
Presidential Classroom (trip to Washington, D.C.)	To expose students to how the government functions	2	The students that attended this trip will make presentations to government classes to explain what they learned from their unique experience
Bake sale	To raise money to send two students to Washington, D.C., for the Presidential Classroom program		
PUSH-EXCEL Club	To get students from diverse racial and cultural backgrounds to participate in activities that will get them to appreciate each other as human beings	400	

Table 22. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
Internal Evaluation	To measure performance of a stratified sample of students from white, black, Hispanic, and Asian groups on the Cultural Attitude Survey	No data	This component of the evaluation will determine if 60% of the students that participated in intercultural activities have a greater knowledge and feeling for the ethnic and racial cultures.
	To measure how effective the parents consider their contact and communication with the school	No data	

JEFFERSON HIGH SCHOOL

Jefferson High School is located in a predominantly black, lower-income urban inner city area, a few miles south of downtown Los Angeles. In 1977, one-fourth of the community's residents had completed high school, and some 28 percent attained the sixth grade or less. Ninety percent of the pupils were receiving aid to family and dependent children. The community has two city parks within three miles of the school and a local school playground. There is also a mental health center and a public health department. Adjacent to the school are single family dwellings.

During the 1978-79 school year, 1,909 students were enrolled at Jefferson; the racial breakdown was .1 percent Native American, 87.6 percent black, .2 percent Asian, and 12.1 percent Hispanic. The school has 101 teachers, with a racial breakdown of 43.6 percent black, 4 percent Asian, 2 percent Hispanic, and 50.5 percent white. The school's principal is Alvin Hayes.

Jefferson's PUSH-EXCEL program began in 1977. On staff are two teacher advisors and a community liaison.

Although no large businesses are in the community, smaller neighborhood merchants have endorsed the PUSH-EXCEL program. A florist and a barber have donated money, and a photographer his services. Local churches and media have also cooperated with the program. Once church has made announcements to its congregation about the PUSH-EXCEL program and has purchased tickets to its pancake breakfast. This support has supplemented the local newspaper coverage, which has been good. The ratio stations became involved with the program, when Rev. Jackson was personally involved.

The objectives of the PUSH-EXCEL program in this school are:

(1) to improve attitude toward self and school; and
(2) to improve attendance and reduce tardiness.

See Table 23 for a listing of the school's activities.

Table 23.
PUSH-EXCEL ACTIVITIES: JEFFERSON HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
Award Assemblies	To improve attitude toward self and school	All students	
Tutorial Program	To improve understanding of course work and enhance students' academic skills	15-20 students	
Tardy Blitz	To improve attendance and reduce tardiness	All students	There was excessive tardiness before these activities were instituted. The rate has been reduced from its prior level of 400-500 tardies a day to a range of 120 to 170.
PUSH-EXCEL Club	To generate concern in students	35-40 students	The Club helps to keep the students aware of what is going on. The hope is that it will be transformed into a service club for the school.
PUSH-EXCEL Advisory Council	To provide advice and support for the PUSH-EXCEL program	25	
Pancake Breakfast	No data	No data	

Table 23. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
Internal Evaluation	To measure the decrease in classroom absences and tardies	300+ (11th and 12th grades)	This section of the evaluation will determine if the tardy and absentee activities produced a 15% reduction in the number of tardees and absences during the year.
Parent and student Pledges	To get parents and students to commit themselves to the PUSH-EXCEL program	500	Pledges are only accepted when they are signed by the parents and students.
Tutorial program	To assist students in overcoming academic problems	25	Tutors were recruited from UCLA. They came every Tuesday afternoon and assisted the students on a one-on-one basis.

JORDAN HIGH SCHOOL

Jordan is located in a predominately black, lower-income community of Watts, in south central Los Angeles. In 1976, 25 percent of the residents had completed the sixth grade, 29 percent had received a high school diploma, and 1.5 percent had graduated from college. Ninety-six percent of the households received Aid to Dependent Children. The surrounding community consists of several social service agencies, utility branch offices, stores, a park, post office, public library, police sub-station, three cultural centers--Watts Towers, Mafundi Institute, and Watts Writer's Workshop--vacant lots, no theaters but numerous churches. There are two health facilities that include Martin Luther King-Drew Hospital and the South Central Multi-Purpose Health Center. The eastern boundary is an industrial corridor lined with steel and scrap metal businesses, packing houses, and manufacturing companies.

The principal, Leon Jordan, is responsible for 1,537 students who are 97.5 percent black, 2.3 percent Hispanic, and .1 percent each American Indian and white. Their instructors are 47.8 percent black, 43.3 percent white, 5.6 percent Hispanic, 2.2 percent Asian, and 1.1 percent American Indian.

Jordon's PUSH-EXCEL program started in January 1978. At one time, the school was rampant with gang warfare, but now the violence has been reduced.

Local businesses have helped the program by donating both money and goods, and the ministers of four churches have cooperated by publicizing PUSH-EXCEL to their congregations. Jordan also has a good relationship with the media.

The focus of Jordan's program is the reduction of absenteeism and increase in parental involvement.

The program's objectives at this site are:

(1) To reduce tardiness and absenteeism; and

(2) To improve parent participation.

See Table 24 for a listing of the school's activities.

Table 24.
PUSH-EXCEL ACTIVITIES: JORDAN HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
Tardy sweeps	To reduce tardiness and absenteeism	All students	Two parents are stationed in the intake room while two others clear the hallways. There used to be over 200 tardies during the first period, now there re 30 or less.
Educational workshops for parents	To improve parent participation	54	
Distribution of flyers to parents	To promote PUSH-EXCEL & school activities.	All parents All students	
PUSH-EXCEL Club	To provide students with the opportunity of participating in constructive activities	9	This program was designed to keep parents informed of school activities and to provide them with an opportunity to voice their opinions about the education of their children.
PUSH-EXCEL Advisory Council	To provide advice and support to the PUSH-EXCEL program	9	
Internal Evaluation	To measure reduction in school absences	300 (11th & 12th grades)	The evaluation will determine if the absentee activities produced a 25% reduction in the number of absences, the tardy activities produced a 20% reduction in the number of tardees, and if there has been an increase in the number of community persons, faculty and students participating in committee meetings and programs.
	To measure the reduction in tardies	300 (11th & 12th grades)	
	To measure the increased attendance at committee meetings and programs	No data	

LOCKE HIGH SCHOOL

Locke High School is situated in a black, lower-income community. The enrollment showed 2,395 students for 1978-79. Of these, 87.8 percent were black, 1.1 percent Hispanic, and .1 percent white. The 121 teachers at the school are 54.5 percent white, 40.5 percent black, 3.3 percent Hispanic, and 1.7 percent Asian. Jack Jacobson is the principal.

The PUSH-EXCEL program was started at Locke High School in January 1978. Since that time it has experienced difficulty with staffing. There have been two teacher-advisors, the first of whom was transferred by the principal to another position. Currently there is no community liaison.

The objectives of PUSH-EXCEL at Locke High School are:

(1) To improve attendance and reduce tardiness; and

(2) To increase parental involvement.

See Table 25 for a listing of the school's activities.

Table 25.
PUSH-EXCEL ACTIVITIES: LOCKE HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
Tardy sweeps	To improve attendance and reduce tardiness	All students	School system claims that absenteeism has increased by three percent since last year because of the discontinuation of tardy sweeps.
Night report card pickup	To increase parental involvement	300 parents	It is believed that if parents see their children's grades, then they will be induced to motivate the students.
Canvassing of neighborhood by EXCEL students teamed with parents.	To get parent and student pledges signed.	No data	
Parental Intake Room	To increase parental involvement.	20 parents	This activity was not implemented.
PUSH-EXCEL-A-Thon	To increase parental involvement.	4 parents	Parents supervised the students on buses
PUSH-EXCEL Club	To provide students with opportunity to participate in constructive activities	No data	Club allows anyone to join.
PUSH-EXCEL Advisory Council	To provide support and advice to the PUSH-EXCEL program	No data	

Table 25. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
Internal Evaluation	To measure the decrease in tardiness	300 (11th & 12th grades)	The evaluation will determine if tardiness was reduced by 20%, hall walking has declined by 20%, and if parental participation increased by 15% during the year.
	To measure the increase in classroom attendance	300 (11th & 12th grades)	
	To measure the increase in parental attendance at student and school programs, activities, and meetings		

LOS ANGELES HIGH SCHOOL

Los Angeles High School is the Los Angeles City Unified School District's oldest high school, dating back to 1870. Unfortunately, on 9 February 1971, the school was devastated by an earthquake. In 1977, the school was reconstructed. This modernized edifice now comprises six educational centers: career and vocation guidance, computer science, library and multimedia, space science and planetarium, television and communications/performing arts, and urban environmental. Los Angeles High School is known for its standards of excellence.

Although Los Angeles High School is located in a predominately white, upper-middle class community, only .8 percent of the students are white. This is attributed to the Los Angeles busing program. The enrollment is 3,211, with a racial breakdown of 60 percent black, 22.5 percent Hispanic, 16.5 percent Asian, and .1 percent American Indian. The student body at Los Angeles represent 38 languages and dialects. The PUSH-EXCEL pledge is written in five different languages. There are 155 teachers and 56.1 percent are white. The remainder are 36.8 percent black, 5.2 percent Asian, 1.3 percent American Indian, .6 percent Hispanic. The principal is James Ball.

The PUSH-EXCEL program was instituted in Feburary 1979. Since that time there has been one staff turnover which was due to a job promotion.

Local merchants have become involved with the program and their support has been actively solicited. Letters have been mailed to local businesses detailing the program's components and its reliance upon their community's active

support. A luncheon introducing the business community to the program was also held. Although there are two ministers on the PUSH-EXCEL advisory council, church support of the program has been limited. This is probably because the churches that most of the students attend are not in the nearby vicinity, but across town. The media has been very supportive.

Los Angeles is one of the few schools pursuing the objective of improving academic performance, and teachers support the program by providing tutoring services. These teachers are available on a daily basis to provide tutorial assistance before and/or after school hours.

The objectives of the PUSH-EXCEL program at Los Angeles High School are:

(1) To decrease absenteeism and reduced tardiness; and

(2) To increase grade point averages.

See Table 26 for a listing of the school's activities.

Table 26.
PUSH-EXCEL ACTIVITIES: LOS ANGELES HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
Tardy sweeps	To decrease absenteeism and tardiness	All students	As a result of the program, there are 300 less absences per day.
Award Assemblies	No data	No data	
Tutorial Program	To raise grade point average of PUSH-EXCEL students	102 students 15 teachers	The tutors are teachers from the staff.
PUSH-EXCEL Club	To provide students with an opportunity to engage in constructive activities	125	In order to be in the PUSH-EXCEL Club, you must be in the PUSH-EXCEL program
PUSH-EXCEL Advisory Council	To advise and provide support to the PUSH-EXCEL program	14	
Internal Evaluation	To measure the decrease in absenteeism	300 (11th & 12th grades)	The evaluation will ascertain if absenteeism was reduced by 20%, if students' GPAs were raised by .3%, and if the number of failures have been reduced by .3%.
	To measure the rise in G.P.A.	300 (11th & 12th grades)	
	To measure the decrease in the number of failures	300 (11th & 12th grades)	

Table 26. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
EXCEL reading	To get students to read books	All students	During the last week of school, students were allowed to spend the school day reading books of their choice.
Bake sale	To raise money	No data	
Bazaar	To raise money	No data	
PUSH-EXCEL student Pledges	To get students to commit themselves to the principals of excellence	317	
Parent report card pickup	To increase parent involvement	200	

WASHINGTON HIGH SCHOOL

Washington High School is one of the older schools in Los Angeles. It is a well maintained, red brick structure. The school is situated in a predominately black, middle-class community. Adjacent to the school are single family dwellings.

The school enrolls 2,572 students. All students come from the surrounding area; Washington is not participating in the busing program. The racial breakdown of the students are 95 percent black, 4.7 percent Hispanic, and .3 percent Asian. There are 123 teachers with a racial breakdown of 63.4 percent white, 33 percent black, 8 percent Native American, 1.6 percent Hispanic, and .8 percent Asian. The principal of the school is George McKenna.

The PUSH-EXCEL program started in January 1977. At that time, the school was experiencing an exceedingly high absentee rate. Activities were planned to reduce absentees.

When the program began in 1977, there was an average of 900 daily student absences. As of May 1978, this was reduced to 302. According to the teacher-advisor, daily absences have recently declined to 250.

Nine businesses and 16 churches have supported the school's PUSH-EXCEL program.

The objectives of Washington's PUSH-EXCEL program are to improve student attendance and reduce the number of tardies.

See Table 27 for a listing of the school's activities.

Table 27.
PUSH-EXCEL ACTIVITIES: WASHINGTON HIGH SCHOOL

Activities	Objectives	No. of Participants 1978-79	Comments
Tardy sweeps	To improve attendance and reduce tardiness	All students	This activity was designed to get the students into the the classroom. It has led to reductions in absentees and tardiness.
PUSH-EXCEL Club	To provide students with an opportunity to engage in constructive activities	30	These are students that have not joined any other organizations. They just want to be able to say that they are part of something.
PUSH-EXCEL Advisory Council	To provide advice and support for the PUSH-EXCEL program	14	
Internal Evaluation	To measure the increase in average daily attendance		The evaluation will determine if the school absentee rate has decreased by 15%, the class absentee rate has declined by 15%, and the number of class period tardees has declined by 15%.
	To measure the decrease in the number of class absences	No data	
	To measure the decrease in the number of class period tardies	No data	
Award Assemblies	To give the students incentive. To let them know that someone cares	All students	Students are recognized for for improved attendance, decreased tardiness, and academic achievement.

Table 27. (Cont.)

Activities	Objectives	No. of Participants 1978-79	Comments
Peer Counseling Project	Let students exercise responsibility for one another	30	
Workshop to prepare students for their competency tests	To assist students in preparing for their competency tests	All students	

Appendix:
The PUSH-EXCEL Process

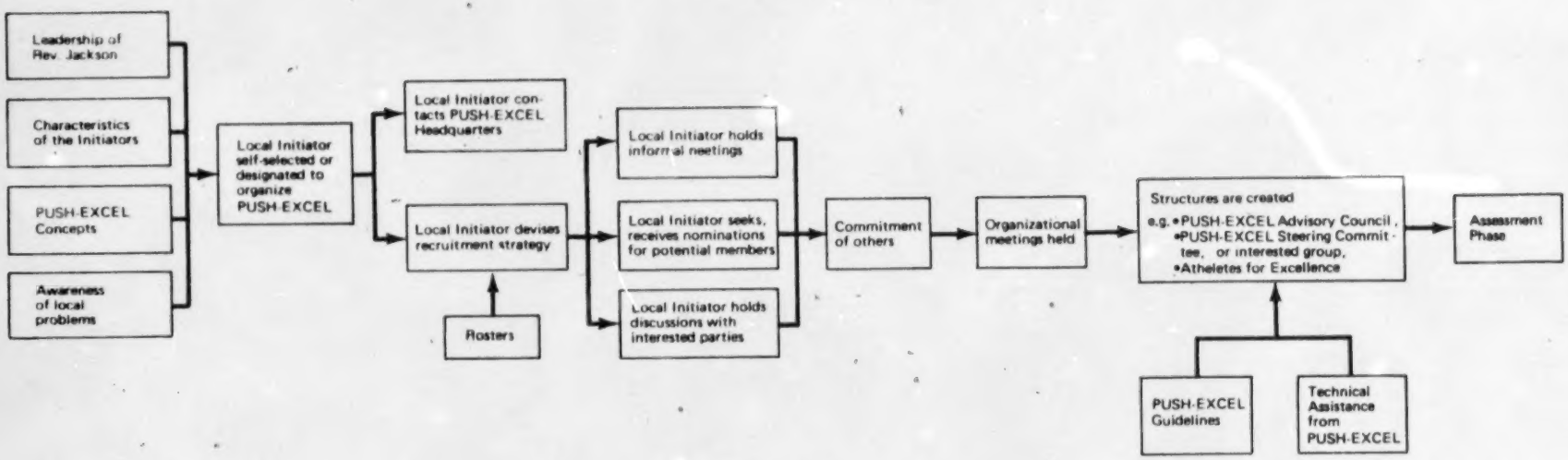
Leadership of Rev. Jackson
Characteristics of the Initiators
PUSH-EXCEL Concepts
Awareness of local problems
Local Initiator self-selected or designated to organize PUSH-EXCEL
Local Initiator contacts PUSH-EXCEL Headquarters
Local Initiator devises recruitment strategy
Rosters
Local Initiator holds informal meetings
Local Initiator seeks, receives nominations for potential members
Local Initiator holds discussions with interested parties
Commitment of others
Organizational meetings held
Structures are created
e.g. •PUSH-EXCEL Advisory Council,
•PUSH-EXCEL Steering Committee, or interested group,
•Atheletes for Excellence
PUSH-EXCEL Guidelines
Technical Assistance from PUSH-EXCEL
Assessment Phase

Figure 1. Organization Phase of PUSH-EXCEL

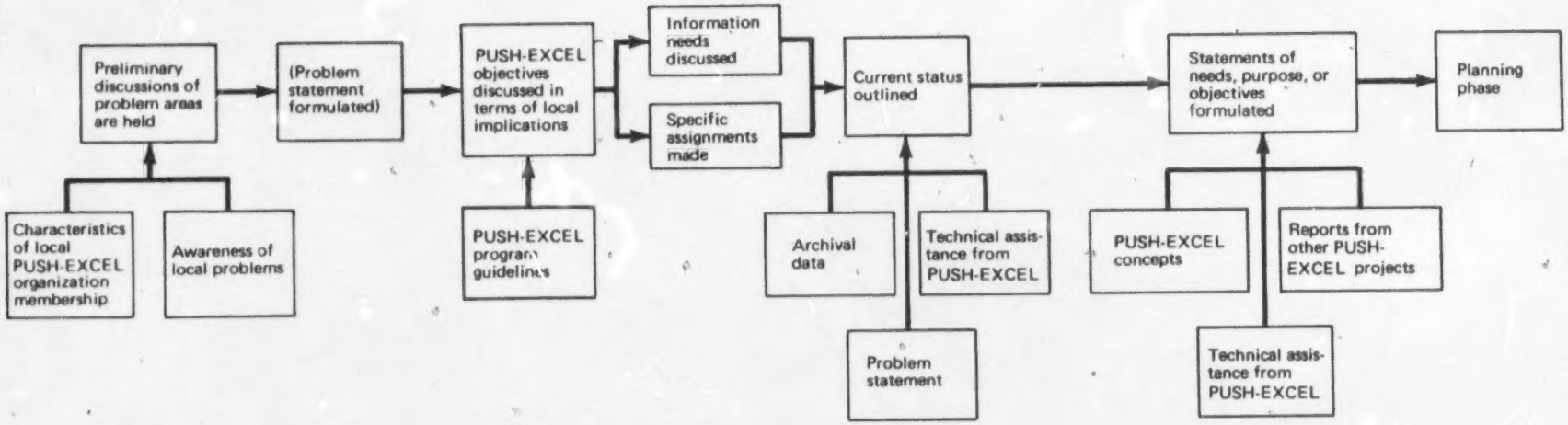
Preliminary discussions of problem areas are held
(Problem statement formulated)
PUSH-EXCEL objectives discussed in terms of local implications
Information needs discussed
Specific assignments made
Current status outlined
Statements of needs, purpose, or objectives formulated
Planning phase
Characteristics of local PUSH-EXCEL organization membership
Awareness of local problems
PUSH-EXCEL program guidelines
Archival data
Technical assistance from PUSH-EXCEL
Problem statement
PUSH-EXCEL concepts
Reports from other PUSH-EXCEL projects
Technical assistance from PUSH-EXCEL

Figure 2. Assessment Phase of PUSH-EXCEL

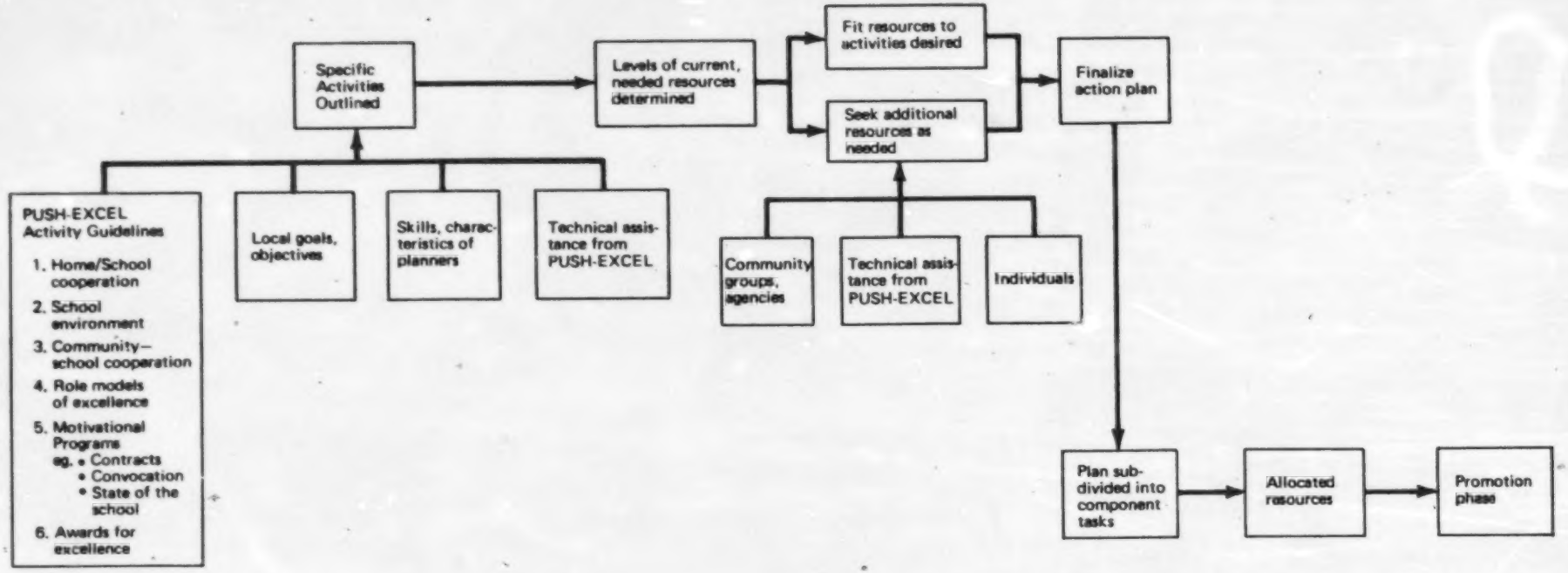

Figure 3. Planning Phase of PUSH-EXCEL

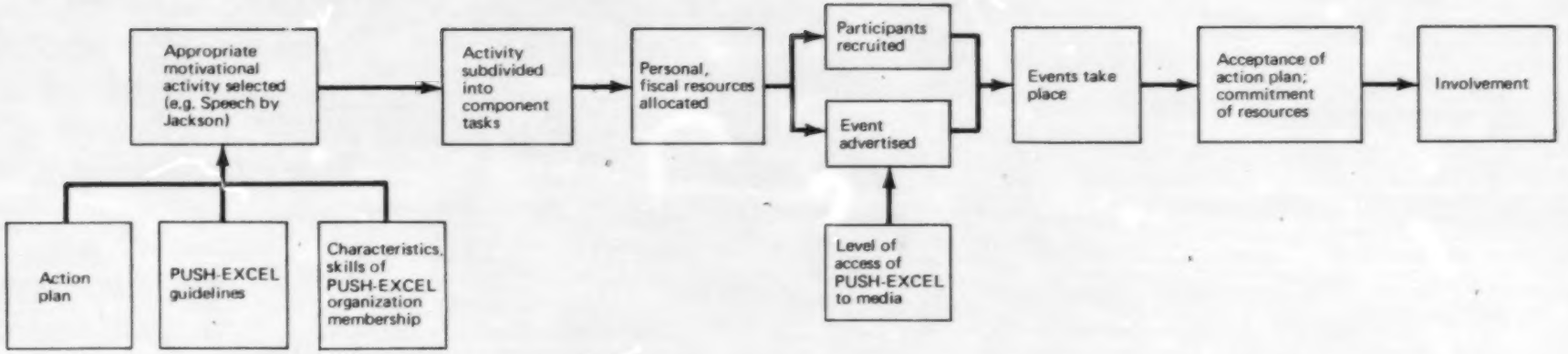
Appropriate motivational activity selected (e.g. Speech by Jackson)
Activity subdivided into component tasks
Personal, fiscal resources allocated
Participants recruited
Event advertised
Events take place
Acceptance of action plan; commitment of resources
Involvement
Action plan
PUSH-EXCEL guidelines
Characteristics, skills of PUSH-EXCEL organization membership
Level of access of PUSH-EXCEL to media

Figure 4. Promotion Phase of PUSH-EXCEL